

## **GENERAL INFORMATION**

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<b>Course Number:</b>	5021020
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses » <b>Grade Group:</b> Grades PreK to 5 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> General »
<b>Course Title:</b>	Social Studies - Grade Kindergarten
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	SOC STUDIES K
<b>Course Length:</b>	Year
<b>Course Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Living, Learning and Working Together:</b> Kindergarten students will learn about themselves, their families, and the community. Students will be introduced to basic concepts related to history, geography, economics, and citizenship.

## **RELATED BENCHMARKS:**

Scheme	Descriptor
<b>LACC.K.RI.1:</b>	<b>Key Ideas and Details</b>
LACC.K.RI.1.1:	With prompting and support, ask and answer questions about key details in a text.
LACC.K.RI.1.2:	With prompting and support, identify the main topic and retell key details of a text.
LACC.K.RI.1.3:	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>LACC.K.RI.2:</b>	<b>Craft and Structure</b>
LACC.K.RI.2.4:	With prompting and support, ask and answer questions about unknown words in a text.
<b>LACC.K.RI.3:</b>	<b>Integration of Knowledge and Ideas</b>
LACC.K.RI.3.7:	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
LACC.K.RI.3.8:	With prompting and support, identify the reasons an author gives to support points in a text.
<b>LACC.K.RI.4 :</b>	<b>Range of Reading and Level of Text Complexity</b>
LACC.K.RI.4.10:	Actively engage in group reading activities with purpose and understanding.
<b>LACC.K.W.1:</b>	<b>Text Types and Purposes:</b>
LACC.K.W.1.2:	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LACC.K.W.1.3:	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
<b>LACC.K.W.2:</b>	<b>Production and Distribution of Writing</b>
LACC.K.W.2.5:	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.K.A.1.2:	Develop an awareness of a primary source.
SS.K.A.2.1:	Compare children and families of today with those in the past.
SS.K.A.2.2:	Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.
SS.K.A.2.3:	Compare our nation's holidays with holidays of other cultures.
SS.K.A.2.4:	Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.
SS.K.A.2.5:	Recognize the importance of U.S. symbols.
SS.K.A.3.1:	Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.

- SS.K.A.3.2: Explain that calendars represent days of the week and months of the year.
- SS.K.C.1.1: Define and give examples of rules and laws, and why they are important.
- SS.K.C.1.2: Explain the purpose and necessity of rules and laws at home, school, and community.
- SS.K.C.2.1: Demonstrate the characteristics of being a good citizen.
- SS.K.C.2.2: Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.
- SS.K.C.2.3: Describe fair ways for groups to make decisions.
- SS.K.E.1.1: Describe different kinds of jobs that people do and the tools or equipment used.
- SS.K.E.1.2: Recognize that United States currency comes in different forms.
- SS.K.E.1.3: Recognize that people work to earn money to buy things they need or want.
- SS.K.E.1.4: Identify the difference between basic needs and wants.
- SS.K.G.1.1: Describe the relative location of people, places, and things by using positional words.
- SS.K.G.1.2: Explain that maps and globes help to locate different places and that globes are a model of the Earth.
- SS.K.G.1.3: Identify cardinal directions (north, south, east, west).
- SS.K.G.1.4: Differentiate land and water features on simple maps and globes.
- SS.K.G.2.1: Locate and describe places in the school and community.
- SS.K.G.2.2: Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.
- SS.K.G.3.1: Identify basic landforms.
- SS.K.G.3.2: Identify basic bodies of water.
- SS.K.G.3.3: Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.

## GENERAL INFORMATION

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<b>Course Number:</b>	5021070
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades PreK to 5 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> General »
<b>Course Title:</b>	Social Studies - Grade Five
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	SOC STUDIES 5
<b>Course Length:</b>	Year
<b>Course Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Fifth Grade: United States History</b> – The fifth grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Fifth grade students will study the development of our nation with emphasis on the people, places and events up to approximately 1850. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the initial inhabitation, exploration, colonization, and early national periods of American History. So that students can see clearly the relationship between cause and effect in history, students should also have the opportunity to understand how individuals and events of this period influenced later events in the development of our nation.

## RELATED BENCHMARKS:

Scheme	Descriptor
<b>LACC.5.RI.1:</b>	<b>Key Ideas and Details</b>
LACC.5.RI.1.1:	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LACC.5.RI.1.2:	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LACC.5.RI.1.3:	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
<b>LACC.5.RI.2:</b>	<b>Craft and Structure</b>
LACC.5.RI.2.4:	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LACC.5.RI.2.5:	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LACC.5.RI.2.6:	Distinguish their own point of view from that of the author of a text.
<b>LACC.5.RI.3:</b>	<b>Integration of Knowledge and Ideas</b>
LACC.5.RI.3.7:	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LACC.5.RI.3.8:	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
LACC.5.RI.3.9:	Compare and contrast the most important points and key details presented in two texts on the same topic.
<b>LACC.5.RI.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
LACC.5.RI.4.10:	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>LACC.5.W.1</b>	<b>Text Types and Purposes</b>
LACC.5.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LACC.5.W.1.2a:	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

LACC.5.W.1.2b:	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
LACC.5.W.1.2c:	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
LACC.5.W.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LACC.5.W.1.2e:	Provide a concluding statement or section related to the information or explanation presented.
LACC.5.W.1.3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
<b>LACC.5.W.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.5.W.3.7:	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
<b>LACC.5.W.4:</b>	<b>Range of Writing</b>
LACC.5.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.5.A.1.1:	Use primary and secondary sources to understand history.
SS.5.A.1.2:	Utilize timelines to identify and discuss American History time periods.
SS.5.A.2.1:	Compare cultural aspects of ancient American civilizations (Aztecs/Mayas; Mound Builders/Anasazi/Inuit).
SS.5.A.2.2:	Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).
SS.5.A.2.3:	Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.
SS.5.A.3.1:	Describe technological developments that shaped European exploration.
SS.5.A.3.2:	Investigate (nationality, sponsoring country, motives, dates and routes of travel, accomplishments) the European explorers.
SS.5.A.3.3:	Describe interactions among Native Americans, Africans, English, French, Dutch, and Spanish for control of North America.
SS.5.A.4.1:	Identify the economic, political and socio-cultural motivation for colonial settlement.
SS.5.A.4.2:	Compare characteristics of New England, Middle, and Southern colonies.
SS.5.A.4.3:	Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies.
SS.5.A.4.4:	Demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies.
SS.5.A.4.5:	Explain the importance of Triangular Trade linking Africa, the West Indies, the British Colonies, and Europe.
SS.5.A.4.6:	Describe the introduction, impact, and role of slavery in the colonies.
SS.5.A.5.1:	Identify and explain significant events leading up to the American Revolution.
SS.5.A.5.2:	Identify significant individuals and groups who played a role in the American Revolution.
SS.5.A.5.3:	Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in American independence.
SS.5.A.5.4:	Examine and explain the changing roles and impact of significant women during the American Revolution.
SS.5.A.5.5:	Examine and compare major battles and military campaigns of the American Revolution.
SS.5.A.5.6:	Identify the contributions of foreign alliances and individuals to the outcome of the Revolution.
SS.5.A.5.7:	Explain economic, military, and political factors which led to the end of the Revolutionary War.

- SS.5.A.5.8: Evaluate the personal and political hardships resulting from the American Revolution.
- SS.5.A.5.9: Discuss the impact and significance of land policies developed under the Confederation Congress (Northwest Ordinance of 1787).
- SS.5.A.5.10: Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.
- SS.5.A.6.1: Describe the causes and effects of the Louisiana Purchase.
- SS.5.A.6.2: Identify roles and contributions of significant people during the period of westward expansion.
- SS.5.A.6.3: Examine 19th century advancements (canals, roads, steamboats, flat boats, overland wagons, Pony Express, railroads) in transportation and communication.
- SS.5.A.6.4: Explain the importance of the explorations west of the Mississippi River.
- SS.5.A.6.5: Identify the causes and effects of the War of 1812.
- SS.5.A.6.6: Explain how westward expansion affected Native Americans.
- SS.5.A.6.7: Discuss the concept of Manifest Destiny.
- SS.5.A.6.8: Describe the causes and effects of the Missouri Compromise.
- SS.5.A.6.9: Describe the hardships of settlers along the overland trails to the west.
- SS.5.C.1.1: Explain how and why the United States government was created.
- SS.5.C.1.2: Define a constitution, and discuss its purposes.
- SS.5.C.1.3: Explain the definition and origin of rights.
- SS.5.C.1.4: Identify the Declaration of Independence's grievances and Articles of Confederation's weaknesses.
- SS.5.C.1.5: Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.
- SS.5.C.1.6: Compare Federalist and Anti-Federalist views of government.
- SS.5.C.2.1: Differentiate political ideas of Patriots, Loyalists, and "undecideds" during the American Revolution.
- SS.5.C.2.2: Compare forms of political participation in the colonial period to today.
- SS.5.C.2.3: Analyze how the Constitution has expanded voting rights from our nation's early history to today.
- SS.5.C.2.4: Evaluate the importance of civic responsibilities in American democracy.
- SS.5.C.2.5: Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.
- SS.5.C.3.1: Describe the organizational structure (legislative, executive, judicial branches) and powers of the federal government as defined in Articles I, II, and III of the U.S. Constitution.
- SS.5.C.3.2: Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.
- SS.5.C.3.3: Give examples of powers granted to the federal government and those reserved for the states.
- SS.5.C.3.4: Describe the amendment process as defined in Article V of the Constitution and give examples.
- SS.5.C.3.5: Identify the fundamental rights of all citizens as enumerated in the Bill of Rights.
- SS.5.C.3.6: Examine the foundations of the United States legal system by recognizing the role of the courts in interpreting law and settling conflicts.
- SS.5.E.1.1: Identify how trade promoted economic growth in North America from pre-Columbian times to 1850.
- SS.5.E.1.2: Describe a market economy, and give examples of how the colonial and early American economy exhibited these characteristics.
- SS.5.E.1.3: Trace the development of technology and the impact of major inventions on business productivity during the early development of the United States.
- SS.5.E.2.1: Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.
- SS.5.G.1.1: Interpret current and historical information using a variety of geographic tools.
- SS.5.G.1.2: Use latitude and longitude to locate places.
- SS.5.G.1.3: Identify major United States physical features on a map of North America.
- SS.5.G.1.4: Construct maps, charts, and graphs to display geographic information.
- SS.5.G.1.5: Identify and locate the original thirteen colonies on a map of North America.
- SS.5.G.1.6: Locate and identify states, capitals, and United States Territories on a map.

- SS.5.G.2.1: Describe the push-pull factors (economy, natural hazards, tourism, climate, physical features) that influenced boundary changes within the United States.
- SS.5.G.3.1: Describe the impact that past natural events have had on human and physical environments in the United States through 1850.
- SS.5.G.4.1: Use geographic knowledge and skills when discussing current events.
- SS.5.G.4.2: Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.

## GENERAL INFORMATION

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**Course Number:** 5021060  
**Course Path:** **Section:**Grades PreK to 12 Education Courses» **Grade Group:**Grades PreK to 5 Education Courses »  
**Subject:**Social Studies » **SubSubject:**General »  
**Course Title:** Social Studies - Grade Four  
**Course Section:** Grades PreK to 12 Education Courses  
**Abbreviated Title:** SOC STUDIES 4  
**Course Length:** Year  
**Course Status:** SBE Approval Pending  
**General Notes:** **Fourth Grade: Florida Studies** – The fourth grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Fourth grade students will learn about Florida history focusing on exploration and colonization, growth, and the 20th Century and beyond. Students will study the important people, places, and events that helped shape Florida history.

**Special Notes:** Additional content that may be contained in the NAEP Grade 4 Civics assessment includes:

- Definition of government
- American identity
- Costs, benefits of unity/diversity
- Contacting public officials, agencies
- The concept of nation
- Interaction among nations in the areas of trade, diplomacy, cultural context, treaties and agreements, and military force
- Importance of peaceful resolution of international conflicts
- Healthy functioning of American constitutional democracy
- Criteria for selecting leaders

The NAEP frameworks for Civics may be accessed at

<http://www.nagb.org/publications/frameworks/civicsframework.pdf>

Additional content that may be contained in the NAEP Grade 4 Geography assessment includes:

- spatial units, features, and patterns
- the earth's environment, its limited capacity, human effect on it
- relationships between and among places, changes in technology affecting connections among people and places
- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at

<http://www.nagb.org/publications/frameworks/gframework2001.pdf>

Additional content that may be contained in the NAEP Grade 4 United States History assessment includes:

- Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
- The Gathering and Interactions of Peoples, Cultures, and Ideas
- Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment

- The Changing Role of America in the World

The NAEP frameworks for United States History may be accessed at

[http://www.nagb.org/publications/frameworks/history\\_06.pdf](http://www.nagb.org/publications/frameworks/history_06.pdf)

### **Instructional Practices**

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **RELATED BENCHMARKS:**

Scheme	Descriptor
<b>LACC.4.RI.1:</b>	<b>Key Ideas and Details</b>
LACC.4.RI.1.1:	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LACC.4.RI.1.2:	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LACC.4.RI.1.3:	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
<b>LACC.4.RI.2:</b>	<b>Craft and Structure</b>
LACC.4.RI.2.4:	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.
LACC.4.RI.2.5:	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
LACC.4.RI.2.6:	Distinguish their own point of view from that of the author of a text.
<b>LACC.4.RI.3:</b>	<b>Integration of Knowledge and Ideas</b>
LACC.4.RI.3.7:	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LACC.4.RI.3.8:	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
LACC.4.RI.3.9:	Compare and contrast the most important points and key details presented in two texts on the same topic.
<b>LACC.4.RI.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
LACC.4.RI.4.10:	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>LACC.4.W.1:</b>	<b>Text Types and Purposes</b>
LACC.4.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.



LACC.4.W.1.2a:	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
LACC.4.W.1.2b:	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
LACC.4.W.1.2c:	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
LACC.4.W.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LACC.4.W.1.2e:	Provide a concluding statement or section related to the information or explanation presented.
<b>LACC.4.W.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.4.W.3.7:	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
<b>LACC.4.W.4:</b>	<b>Range of Writing</b>
LACC.4.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.4.A.1.1:	Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
SS.4.A.1.2:	Synthesize information related to Florida history through print and electronic media.
SS.4.A.2.1:	Compare Native American tribes in Florida.
SS.4.A.3.1:	Identify explorers who came to Florida and the motivations for their expeditions.
SS.4.A.3.2:	Describe causes and effects of European colonization on the Native American tribes of Florida.
SS.4.A.3.3:	Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.
SS.4.A.3.4:	Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).
SS.4.A.3.5:	Identify the significance of Fort Mose as the first free African community in the United States.
SS.4.A.3.6:	Identify the effects of Spanish rule in Florida.
SS.4.A.3.7:	Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.
SS.4.A.3.8:	Explain how the Seminole tribe formed and the purpose for their migration.
SS.4.A.3.9:	Explain how Florida (Adams-Onis Treaty) became a U.S. territory.
SS.4.A.3.10:	Identify the causes and effects of the Seminole Wars.
SS.4.A.4.1:	Explain the effects of technological advances on Florida.
SS.4.A.4.2:	Describe pioneer life in Florida.
SS.4.A.5.1:	Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.
SS.4.A.5.2:	Summarize challenges Floridians faced during Reconstruction.
SS.4.A.6.1:	Describe the economic development of Florida's major industries.
SS.4.A.6.2:	Summarize contributions immigrant groups made to Florida.
SS.4.A.6.3:	Describe the contributions of significant individuals to Florida.
SS.4.A.6.4:	Describe effects of the Spanish American War on Florida.
SS.4.A.7.1:	Describe the causes and effects of the 1920's Florida land boom and bust.
SS.4.A.7.2:	Summarize challenges Floridians faced during the Great Depression.
SS.4.A.7.3:	Identify Florida's role in World War II.
SS.4.A.8.1:	Identify Florida's role in the Civil Rights Movement.
SS.4.A.8.2:	Describe how and why immigration impacts Florida today.
SS.4.A.8.3:	Describe the effect of the United States space program on Florida's economy and growth.
SS.4.A.8.4:	Explain how tourism affects Florida's economy and growth.

- SS.4.A.9.1: Utilize timelines to sequence key events in Florida history.
- SS.4.C.1.1: Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.
- SS.4.C.2.1: Discuss public issues in Florida that impact the daily lives of its citizens.
- SS.4.C.2.2: Identify ways citizens work together to influence government and help solve community and state problems.
- SS.4.C.2.3: Explain the importance of public service, voting, and volunteerism.
- SS.4.C.3.1: Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.
- SS.4.C.3.2: Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).
- SS.4.E.1.1: Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.
- SS.4.E.1.2: Explain Florida's role in the national and international economy and conditions that attract businesses to the state.
- SS.4.G.1.1: Identify physical features of Florida.
- SS.4.G.1.2: Locate and label cultural features on a Florida map.
- SS.4.G.1.3: Explain how weather impacts Florida.
- SS.4.G.1.4: Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).

## GENERAL INFORMATION

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<b>Course Number:</b>	5021050
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades PreK to 5 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> General »
<b>Course Title:</b>	Social Studies - Grade Three
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	SOC STUDIES 3
<b>Course Length:</b>	Year
<b>Course Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Third Grade: The United States Regions and Its Neighbors</b> – The third grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Third grade students will learn about North America and the Caribbean. They will focus on the regions of the United States, Canada, Mexico, and the Caribbean Islands. Their study will include physical and cultural characteristics as they learn about our county and its neighbors.

## RELATED BENCHMARKS:

Scheme	Descriptor
<b>LACC.3.RI.1:</b>	<b>Key Ideas and Details</b>
LACC.3.RI.1.1:	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LACC.3.RI.1.2:	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LACC.3.RI.1.3:	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
<b>LACC.3.RI.2:</b>	<b>Craft and Structure</b>
LACC.3.RI.2.4:	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LACC.3.RI.2.6:	Distinguish their own point of view from that of the author of a text.
<b>LACC.3.RI.3:</b>	<b>Integration of Knowledge and Ideas</b>
LACC.3.RI.3.7:	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LACC.3.RI.3.8:	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
LACC.3.RI.3.9:	Compare and contrast the most important points and key details presented in two texts on the same topic.
<b>LACC.3.RI.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
LACC.3.RI.4.10:	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
<b>LACC.3.W.1:</b>	<b>Text Types and Purposes</b>
LACC.3.W.1.2:	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LACC.3.W.1.2a :	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
LACC.3.W.1.2b:	Develop the topic with facts, definitions, and details.
LACC.3.W.1.2c:	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
LACC.3.W.1.2d:	Provide a concluding statement or section.
<b>LACC.3.W.3:</b>	<b>Research to Build and Present Knowledge</b>

LACC.3.W.3.7:	Conduct short research projects that build knowledge about a topic.
<b>LACC3.W.4:</b>	<b>Range of Writing</b>
LACC.3.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.3.A.1.1:	Analyze primary and secondary sources.
SS.3.A.1.2:	Utilize technology resources to gather information from primary and secondary sources.
SS.3.A.1.3:	Define terms related to the social sciences.
SS.3.C.1.1:	Explain the purpose and need for government.
SS.3.C.1.2:	Describe how government gains its power from the people.
SS.3.C.1.3:	Explain how government was established through a written Constitution.
SS.3.C.2.1:	Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.
SS.3.C.3.1:	Identify the levels of government (local, state, federal).
SS.3.C.3.2:	Describe how government is organized at the local level.
SS.3.C.3.3:	Recognize that every state has a state constitution.
SS.3.C.3.4:	Recognize that the Constitution of the United States is the supreme law of the land.
SS.3.E.1.1:	Give examples of how scarcity results in trade.
SS.3.E.1.2:	List the characteristics of money.
SS.3.E.1.3:	Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.
SS.3.E.1.4:	Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.
SS.3.G.1.1:	Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.
SS.3.G.1.2:	Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols) .
SS.3.G.1.3:	Label the continents and oceans on a world map.
SS.3.G.1.4:	Name and identify the purpose of maps (physical, political, elevation, population).
SS.3.G.1.5:	Compare maps and globes to develop an understanding of the concept of distortion.
SS.3.G.1.6:	Use maps to identify different types of scale to measure distances between two places.
SS.3.G.2.1:	Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).
SS.3.G.2.2:	Identify the five regions of the United States.
SS.3.G.2.3:	Label the states in each of the five regions of the United States.
SS.3.G.2.4:	Describe the physical features of the United States, Canada, Mexico, and the Caribbean.
SS.3.G.2.5:	Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.
SS.3.G.2.6:	Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.
SS.3.G.3.1:	Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.
SS.3.G.3.2:	Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.
SS.3.G.4.1:	Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.
SS.3.G.4.2:	Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.
SS.3.G.4.3:	Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.
SS.3.G.4.4:	Identify contributions from various ethnic groups to the United States.

## **GENERAL INFORMATION**

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<b>Course Number:</b>	5021040
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses » <b>Grade Group:</b> Grades PreK to 5 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> General »
<b>Course Title:</b>	Social Studies - Grade Two
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	SOC STUDIES 2
<b>Course Length:</b>	Year
<b>Course Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Who We Are As Americans:</b> Second grade students will investigate the impact of immigration over time in the United States, explore the geography of North America, and discover the foundations of American citizenship.

## **RELATED BENCHMARKS:**

Scheme	Descriptor
<b>LACC.2.RI.1:</b>	<b>Key Ideas and Details</b>
LACC.2.RI.1.1:	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LACC.2.RI.1.2:	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LACC.2.RI.1.3:	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>LACC.2.RI.2:</b>	<b>Craft and Structure</b>
LACC.2.RI.2.4:	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LACC.2.RI.2.5:	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LACC.2.RI.2.6:	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>LACC.2.RI.3:</b>	<b>Integration of Knowledge and Ideas</b>
LACC.2.RI.3.7:	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
LACC.2.RI.3.8:	Describe how reasons support specific points the author makes in a text.
LACC.2.RI.3.9:	Compare and contrast the most important points presented by two texts on the same topic.
<b>LACC.2.RI.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
LACC.2.RI.4.10:	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>LACC.2.W.1:</b>	<b>Text Types and Purposes</b>
LACC.2.W.1.2:	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
LACC.2.W.1.3:	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
<b>LACC.2.W.2:</b>	<b>Production and Distribution of Writing</b>
LACC.2.W.2.5:	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>LACC.2.W.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.2.W.3.7:	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.2.A.1.1	Examine primary and secondary sources.
SS.2.A.1.2	Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.
SS.2.A.2.1	Recognize that Native Americans were the first inhabitants in North America.
SS.2.A.2.2	Compare the cultures of Native American tribes from various geographic regions of the United States.
SS.2.A.2.3	Describe the impact of immigrants on the Native Americans.
SS.2.A.2.4	Explore ways the daily life of people living in Colonial America changed over time.
SS.2.A.2.5	Identify reasons people came to the United States throughout history.
SS.2.A.2.6	Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.
SS.2.A.2.7	Discuss why immigration continues today.
SS.2.A.2.8	Explain the cultural influences and contributions of immigrants today.
SS.2.A.3.1	Identify terms and designations of time sequence.
SS.2.C.1.1	Explain why people form governments.
SS.2.C.1.2	Explain the consequences of an absence of rules and laws.
SS.2.C.2.1	Identify what it means to be a United States citizen either by birth or by naturalization.
SS.2.C.2.2	Define and apply the characteristics of responsible citizenship.
SS.2.C.2.3	Explain why United States citizens have guaranteed rights and identify rights.
SS.2.C.2.4	Identify ways citizens can make a positive contribution in their community.
SS.2.C.2.5	Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.
SS.2.C.3.1	Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.
SS.2.C.3.2	Recognize symbols, individuals, events, and documents that represent the United States.
SS.2.E.1.1	Recognize that people make choices because of limited resources.
SS.2.E.1.2	Recognize that people supply goods and services based on consumer demands.
SS.2.E.1.3	Recognize that the United States trades with other nations to exchange goods and services.
SS.2.E.1.4	Explain the personal benefits and costs involved in saving and spending.
SS.2.G.1.1	Use different types of maps (political, physical, and thematic) to identify map elements.
SS.2.G.1.2	Using maps and globes, locate the student's hometown, Florida, and North America, and locate the state capital and the national capital.
SS.2.G.1.3	Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.
SS.2.G.1.4	Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).

## GENERAL INFORMATION

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<b>Course Number:</b>	5021030
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses » <b>Grade Group:</b> Grades PreK to 5 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> General »
<b>Course Title:</b>	Social Studies - Grade One
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	SOC STUDIES 1
<b>Course Length:</b>	Year
<b>Course Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Our Community and Beyond:</b> First grade students will expand their knowledge of family and community through explorations in history, geography, and economics and learn about their role as a citizen in their home, school, and community.

## RELATED BENCHMARKS:

Scheme	Descriptor
<b>LACC.1.RI.1:</b>	<b>Key Ideas and Details</b>
LACC.1.RI.1.1:	Ask and answer questions about key details in a text.
LACC.1.RI.1.2:	Identify the main topic and retell key details of a text.
LACC.1.RI.1.3:	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>LACC.1.RI.2:</b>	<b>Craft and Structure</b>
LACC.1.RI.2.4:	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LACC.1.RI.2.5:	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LACC.1.RI.2.6:	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<b>LACC.1.RI.3:</b>	<b>Integration of Knowledge and Ideas</b>
LACC.1.RI.3.7:	Use the illustrations and details in a text to describe its key ideas.
LACC.1.RI.3.8:	Identify the reasons an author gives to support points in a text.
LACC.1.RI.3.9:	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>LACC.1.RI.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
LACC.1.RI.4.10:	With prompting and support, read informational texts appropriately complex for grade 1.
SS.1.A.1.1	Develop an understanding of a primary source.
<b>LACC.1.W.1:</b>	<b>Text Types and Purposes</b>
LACC.1.W.1.2:	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LACC.1.W.1.3:	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
<b>LACC.1.W.2:</b>	<b>Production and Distribution of Writing</b>
LACC.1.W.2.5:	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.1.A.1.2	Understand how to use the media center/other sources to find answers to questions about a historical topic.
SS.1.A.2.1	Understand history tells the story of people and events of other times and places.
SS.1.A.2.2	Compare life now with life in the past.

- SS.1.A.2.3 Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.
- SS.1.A.2.4 Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.
- SS.1.A.2.5 Distinguish between historical fact and fiction using various materials.
- SS.1.A.3.1 Use terms related to time to sequentially order events that have occurred in school, home, or community.
- SS.1.A.3.2 Create a timeline based on the student's life or school events, using primary sources.
- SS.1.C.1.1 Explain the purpose of rules and laws in the school and community.
- SS.1.C.1.2 Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.
- SS.1.C.1.3 Give examples of the use of power without authority in the school and community.
- SS.1.C.2.1 Explain the rights and responsibilities students have in the school community.
- SS.1.C.2.2 Describe the characteristics of responsible citizenship in the school community.
- SS.1.C.2.3 Identify ways students can participate in the betterment of their school and community.
- SS.1.C.3.1 Explain how decisions can be made or how conflicts might be resolved in fair and just ways.
- SS.1.C.3.2 Recognize symbols and individuals that represent American constitutional democracy.
- SS.1.E.1.1 Recognize that money is a method of exchanging goods and services.
- SS.1.E.1.2 Define opportunity costs as giving up one thing for another.
- SS.1.E.1.3 Distinguish between examples of goods and services.
- SS.1.E.1.4 Distinguish people as buyers, sellers, and producers of goods and services.
- SS.1.E.1.5 Recognize the importance of saving money for future purchases.
- SS.1.E.1.6 Identify that people need to make choices because of scarce resources.
- SS.1.G.1.1 Use physical and political/cultural maps to locate places in Florida.
- SS.1.G.1.2 Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes .
- SS.1.G.1.3 Construct a basic map using key elements including cardinal directions and map symbols.
- SS.1.G.1.4 Identify a variety of physical features using a map and globe.
- SS.1.G.1.5 Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.
- SS.1.G.1.6 Describe how location, weather, and physical environment affect the way people live in our community.



## GENERAL INFORMATION

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<b>Course Number:</b>	2109020
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> World and Eastern Hemispheric Histories »
<b>Course Title:</b>	M/J World History Advanced
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	M/J WORLD HIST ADV
<b>Course Length:</b>	Year
<b>Course Level:</b>	3
<b>Course Status:</b>	SBE Approval Pending
<b>General Notes:</b>	The primary content for this course pertains to the world’s earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

**Honors/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

## RELATED BENCHMARKS:

Scheme	Descriptor
<b>LACC.68.RH.1</b>	<b>Key Ideas and Details</b>
LACC.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LACC.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.1.3:	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>LACC.68.RH.2</b>	<b>Craft and Structure</b>
LACC.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LACC.68.RH.2.6:	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>LACC.68.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
<b>LACC.68.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LACC.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

LACC.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LACC.68.WHST.1.1d:	Establish and maintain a formal style.
LACC.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LACC.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LACC.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LACC.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LACC.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LACC.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LACC.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>LACC.68.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.68.WHST.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.68.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.68.WHST.4:</b>	<b>Range of Writing</b>
LACC.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.6.C.1.1:	Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.
SS.6.C.1.2:	Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
SS.6.C.2.1:	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.

- SS.6.E.1.1: Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
- SS.6.E.1.2: Describe and identify traditional and command economies as they appear in different civilizations.
- SS.6.E.1.3: Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
- SS.6.E.2.1: Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
- SS.6.E.3.1: Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
- SS.6.E.3.2: Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
- SS.6.E.3.3: Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
- SS.6.E.3.4: Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
- SS.6.G.1.1: Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
- SS.6.G.1.2: Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
- SS.6.G.1.3: Identify natural wonders of the ancient world.
- SS.6.G.1.4: Utilize tools geographers use to study the world.
- SS.6.G.1.5: Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
- SS.6.G.1.6: Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
- SS.6.G.1.7: Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
- SS.6.G.2.1: Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
- SS.6.G.2.2: Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
- SS.6.G.2.3: Analyze the relationship of physical geography to the development of ancient river valley civilizations.
- SS.6.G.2.4: Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
- SS.6.G.2.5: Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
- SS.6.G.2.6: Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
- SS.6.G.2.7: Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
- SS.6.G.3.1: Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
- SS.6.G.3.2: Analyze the impact of human populations on the ancient world's ecosystems.
- SS.6.G.4.1: Explain how family and ethnic relationships influenced ancient cultures.
- SS.6.G.4.2: Use maps to trace significant migrations, and analyze their results.
- SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.

- SS.6.G.4.4: Map and analyze the impact of the spread of various belief systems in the ancient world.
- SS.6.G.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.
- SS.6.G.5.2: Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
- SS.6.G.5.3: Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
- SS.6.G.6.1: Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
- SS.6.G.6.2: Compare maps of the world in ancient times with current political maps.
- SS.6.W.1.1: Use timelines to identify chronological order of historical events.
- SS.6.W.1.2: Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.
- SS.6.W.1.3: Interpret primary and secondary sources.
- SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.
- SS.6.W.1.5: Describe the roles of historians and recognize varying historical interpretations (historiography).
- SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.
- SS.6.W.2.1: Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.
- SS.6.W.2.2: Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
- SS.6.W.2.3: Identify the characteristics of civilization.
- SS.6.W.2.4: Compare the economic, political, social, and religious institutions of ancient river civilizations.
- SS.6.W.2.5: Summarize important achievements of Egyptian civilization.
- SS.6.W.2.6: Determine the contributions of key figures from ancient Egypt.
- SS.6.W.2.7: Summarize the important achievements of Mesopotamian civilization.
- SS.6.W.2.8: Determine the impact of key figures from ancient Mesopotamian civilizations.
- SS.6.W.2.9: Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.
- SS.6.W.2.10: Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.
- SS.6.W.3.1: Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
- SS.6.W.3.2: Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
- SS.6.W.3.3: Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).
- SS.6.W.3.4: Explain the causes and effects of the Persian and Peloponnesian Wars.
- SS.6.W.3.5: Summarize the important achievements and contributions of ancient Greek civilization.
- SS.6.W.3.6: Determine the impact of key figures from ancient Greece.
- SS.6.W.3.7: Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.
- SS.6.W.3.8: Determine the impact of significant figures associated with ancient Rome.
- SS.6.W.3.9: Explain the impact of the Punic Wars on the development of the Roman Empire.
- SS.6.W.3.10: Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

- SS.6.W.3.11: Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.
- SS.6.W.3.12: Explain the causes for the growth and longevity of the Roman Empire.
- SS.6.W.3.13: Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.
- SS.6.W.3.14: Describe the key achievements and contributions of Roman civilization.
- SS.6.W.3.15: Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.
- SS.6.W.3.16: Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.
- SS.6.W.3.17: Explain the spread and influence of the Latin language on Western Civilization.
- SS.6.W.3.18: Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.
- SS.6.W.4.1: Discuss the significance of Aryan and other tribal migrations on Indian civilization.
- SS.6.W.4.2: Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.
- SS.6.W.4.3: Recognize the political and cultural achievements of the Mauryan and Gupta empires.
- SS.6.W.4.4: Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.
- SS.6.W.4.5: Summarize the important achievements and contributions of ancient Indian civilization.
- SS.6.W.4.6: Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.
- SS.6.W.4.7: Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.
- SS.6.W.4.8: Describe the contributions of classical and post classical China.
- SS.6.W.4.9: Identify key figures from classical and post classical China.
- SS.6.W.4.10: Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.
- SS.6.W.4.11: Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.
- SS.6.W.4.12: Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.

## **GENERAL INFORMATION**

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<b>Course Number:</b>	2109010
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> World and Eastern Hemispheric Histories »
<b>Course Title:</b>	M/J World History
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	M/J WORLD HIST
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Course Status:</b>	SBE Approval Pending
<b>General Notes:</b>	The primary content for this course pertains to the world’s earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

## **RELATED BENCHMARKS:**

Scheme	Descriptor
<b>LACC.68.RH.1</b>	<b>Key Ideas and Details</b>
LACC.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LACC.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.1.3:	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>LACC.68.RH.2</b>	<b>Craft and Structure</b>
LACC.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LACC.68.RH.2.6:	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>LACC.68.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
<b>LACC.68.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LACC.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LACC.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LACC.68.WHST.1.1d:	Establish and maintain a formal style.
LACC.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LACC.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

LACC.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LACC.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LACC.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LACC.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LACC.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>LACC.68.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
<b>LACC.68.WHST.4:</b>	<b>Range of Writing</b>
LACC.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.6.C.1.1:	Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.
SS.6.C.1.2:	Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
SS.6.C.2.1:	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.2:	Describe and identify traditional and command economies as they appear in different civilizations.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.

- SS.6.E.3.2: Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
- SS.6.E.3.3: Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
- SS.6.E.3.4: Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
- SS.6.G.1.1: Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
- SS.6.G.1.2: Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
- SS.6.G.1.3: Identify natural wonders of the ancient world.
- SS.6.G.1.4: Utilize tools geographers use to study the world.
- SS.6.G.1.5: Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
- SS.6.G.1.6: Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
- SS.6.G.1.7: Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
- SS.6.G.2.1: Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
- SS.6.G.2.2: Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
- SS.6.G.2.3: Analyze the relationship of physical geography to the development of ancient river valley civilizations.
- SS.6.G.2.4: Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
- SS.6.G.2.5: Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
- SS.6.G.2.6: Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
- SS.6.G.2.7: Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
- SS.6.G.3.1: Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
- SS.6.G.3.2: Analyze the impact of human populations on the ancient world's ecosystems.
- SS.6.G.4.1: Explain how family and ethnic relationships influenced ancient cultures.
- SS.6.G.4.2: Use maps to trace significant migrations, and analyze their results.
- SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
- SS.6.G.4.4: Map and analyze the impact of the spread of various belief systems in the ancient world.
- SS.6.G.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.
- SS.6.G.5.2: Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
- SS.6.G.5.3: Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
- SS.6.G.6.1: Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
- SS.6.G.6.2: Compare maps of the world in ancient times with current political maps.
- SS.6.W.1.1: Use timelines to identify chronological order of historical events.



- SS.6.W.1.2: Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.
- SS.6.W.1.3: Interpret primary and secondary sources.
- SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.
- SS.6.W.1.5: Describe the roles of historians and recognize varying historical interpretations (historiography).
- SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.
- SS.6.W.2.1: Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.
- SS.6.W.2.2: Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
- SS.6.W.2.3: Identify the characteristics of civilization.
- SS.6.W.2.4: Compare the economic, political, social, and religious institutions of ancient river civilizations.
- SS.6.W.2.5: Summarize important achievements of Egyptian civilization.
- SS.6.W.2.6: Determine the contributions of key figures from ancient Egypt.
- SS.6.W.2.7: Summarize the important achievements of Mesopotamian civilization.
- SS.6.W.2.8: Determine the impact of key figures from ancient Mesopotamian civilizations.
- SS.6.W.2.9: Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.
- SS.6.W.2.10: Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.
- SS.6.W.3.1: Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
- SS.6.W.3.2: Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
- SS.6.W.3.3: Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).
- SS.6.W.3.4: Explain the causes and effects of the Persian and Peloponnesian Wars.
- SS.6.W.3.5: Summarize the important achievements and contributions of ancient Greek civilization.
- SS.6.W.3.6: Determine the impact of key figures from ancient Greece.
- SS.6.W.3.7: Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.
- SS.6.W.3.8: Determine the impact of significant figures associated with ancient Rome.
- SS.6.W.3.9: Explain the impact of the Punic Wars on the development of the Roman Empire.
- SS.6.W.3.10: Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
- SS.6.W.3.11: Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.
- SS.6.W.3.12: Explain the causes for the growth and longevity of the Roman Empire.
- SS.6.W.3.13: Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.
- SS.6.W.3.14: Describe the key achievements and contributions of Roman civilization.
- SS.6.W.3.15: Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.
- SS.6.W.3.16: Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.
- SS.6.W.3.17: Explain the spread and influence of the Latin language on Western Civilization.
- SS.6.W.3.18: Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.

- SS.6.W.4.1: Discuss the significance of Aryan and other tribal migrations on Indian civilization.
- SS.6.W.4.2: Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.
- SS.6.W.4.3: Recognize the political and cultural achievements of the Mauryan and Gupta empires.
- SS.6.W.4.4: Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.
- SS.6.W.4.5: Summarize the important achievements and contributions of ancient Indian civilization.
- SS.6.W.4.6: Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.
- SS.6.W.4.7: Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.
- SS.6.W.4.8: Describe the contributions of classical and post classical China.
- SS.6.W.4.9: Identify key figures from classical and post classical China.
- SS.6.W.4.10: Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.
- SS.6.W.4.11: Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.
- SS.6.W.4.12: Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.

## GENERAL INFORMATION

<b>Course Number:</b>	2106030
<b>Course Title:</b>	M/J Law Studies
<b>Course Abbreviated Title:</b>	M/J LAW STUDIES
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Sciences »
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>M/J Law Studies</b> – The social studies curriculum for this course consists of the following content area strands: Geography, Civics and Government. The primary content for this course pertains to the principles, functions, and organization of the American legal system. The content should include, but not be limited to, the purpose of law, the role of citizens, the impact of laws on the lives of citizens, civil and criminal laws, fundamental civil and criminal justice procedures, causes and effects of crime, consumer and family law, comparison of adult and juvenile justice systems, and career opportunities in the legal system. Students will study methods of historical inquiry and primary and secondary historical documents.

## RELATED BENCHMARKS:

Scheme	Descriptor
<b>LACC.68.RH.1</b>	<b>Key Ideas and Details</b>
LACC.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LACC.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.1.3:	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>LACC.68.RH.2</b>	<b>Craft and Structure</b>
LACC.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LACC.68.RH.2.6:	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>LACC.68.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
<b>LACC.68.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LACC.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LACC.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LACC.68.WHST.1.1d:	Establish and maintain a formal style.
LACC.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting

(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- LACC.68.WHST.1.2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- LACC.68.WHST.1.2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- LACC.68.WHST.1.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- LACC.68.WHST.1.2e: Establish and maintain a formal style and objective tone.
- LACC.68.WHST.1.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.
- LACC.68.WHST.2**  
**Production and Distribution of Writing**
- LACC.68.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LACC.68.WHST.2.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- LACC.68.WHST.2.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- LACC.68.WHST.3**  
**Research to Build and Present Knowledge**
- LACC.68.WHST.3.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- LACC.68.WHST.3.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- LACC.68.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.
- LACC.68.WHST.4**  
**Range of Writing**
- LACC.68.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- MACC.K12.MP**  
**Mathematical Practices**
- MACC.K12.MP.1: Make sense of problems and persevere in solving them.
- MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5: Use appropriate tools strategically.
- MACC.K12.MP.6: Attend to precision.
- SS.7.G.6.1: Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.
- SS.7.C.1.1: Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.
- SS.7.C.1.2: Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.
- SS.7.C.1.4: Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
- SS.7.C.1.7: Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
- SS.7.C.1.9: Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
- SS.7.C.2.2: Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
- SS.7.C.2.3: Experience the responsibilities of citizens at the local, state, or federal levels.
- SS.7.C.2.4: Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.

- SS.7.C.2.5: Distinguish how the Constitution safeguards and limits individual rights.
- SS.7.C.2.6: Simulate the trial process and the role of juries in the administration of justice.
- SS.7.C.2.10: Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
- SS.7.C.2.11: Analyze media and political communications (bias, symbolism, propaganda).
- SS.7.C.2.12: Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
- SS.7.C.2.13: Examine multiple perspectives on public and current issues.
- SS.7.C.3.1: Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
- SS.7.C.3.2: Compare parliamentary, federal, confederal, and unitary systems of government.
- SS.7.C.3.3: Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.
- SS.7.C.3.4: Identify the relationship and division of powers between the federal government and state governments.
- SS.7.C.3.5: Explain the Constitutional amendment process.
- SS.7.C.3.6: Evaluate Constitutional rights and their impact on individuals and society.
- SS.7.C.3.7: Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
- SS.7.C.3.8: Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
- SS.7.C.3.9: Illustrate the law making process at the local, state, and federal levels.
- SS.7.C.3.10: Identify sources and types (civil, criminal, constitutional, military) of law.
- SS.7.C.3.11: Diagram the levels, functions, and powers of courts at the state and federal levels.
- SS.7.C.3.12: Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.
- SS.7.C.3.13: Compare the constitutions of the United States and Florida.
- SS.7.C.3.14: Differentiate between local, state, and federal governments' obligations and services.

## GENERAL INFORMATION

<b>Course Number:</b>	2106029
<b>Course Title:</b>	M/J Civics and Digital Technologies
<b>Course Abbreviated Title:</b>	M/J CIV & DIG TECH
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Sciences »
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	Pending State Board Approval
<b>General Notes:</b>	<b>Seventh Grade: M/J Civics</b> – The primary content for this half -year course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system.

**Digital Technologies** – The digital curriculum required by Section 1003.4203 (3), Florida Statutes, has been integrated into this course. Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4203 (3), Florida Statutes):

### **Multimedia Technologies**

- 01.0 Demonstrate proficiency in using presentation software and equipment.
  - 01.01 Produce a presentation that includes music, animation, and digital photography and present it using a projection system.
  - 01.02 Using presentation software, create a multimedia presentation that incorporates shot and edited video, animation, music, narration and adheres to good design principles, use of transitions, and effective message conveyance.
  - 01.03 Collaborate with team members to plan, edit, evaluate, and present a multimedia presentation where individuals on the team function in specific production roles.
- 02.0 Demonstrate proficiency in using digital photography and digital imaging.
  - 02.01 Demonstrate knowledge of ethics related to digital imaging, and legal and consent issues.
  - 02.02 Apply effective design principles in digital photography compositions.
  - 02.03 Illustrate the essence of an event, quote, or slogan through digital photography/imaging.
  - 02.04 Demonstrate skill in using digital imaging software for image manipulation, color correction, and special effects to creatively convey a message or literary interpretation.
  - 02.05 Demonstrate skill in scanning and cropping photographs.
- 03.0 Demonstrate proficiency in basic video production equipment.
  - 03.01 Operate video camera (e.g., Flip video camera) in studio and location (field) production environments.
  - 03.02 Demonstrate understanding of digital video storage media and file types.
  - 03.03 Identify and select microphones for production needs.
  - 03.04 Determine appropriate lighting needs for production settings.
  - 03.05 Create a short video for publishing on the web.
- 04.0 Demonstrate skill in using video production software.
  - 04.01 Demonstrate knowledge of the digital video software interface.
  - 04.02 Demonstrate ability to edit, cut, erase, and insert video.

- 04.03 Edit video as needed to achieve desired message and length.
- 04.04 Demonstrate skill in using video effects and plug-ins.
- 04.05 Describe a first complete run-through of the video production process
- 04.06 Characterize the qualities of effective communication in a completed video
- 04.07 Prepare a video project for final compositing and export.
- 04.08 Upload finished video files to a website.
- 05.0 Demonstrate proficiency gathering and preparing textual, graphical, and image-based web content.
  - 05.01 Characterize effective writing styles and conventions for the web.
  - 05.02 Use word processing software to create effective written content for the web.
  - 05.03 Use graphics software to create and prepare various types of graphical content for use on a webpage.
  - 05.04 Access and digitize graphics through various resources (e.g., scanner, digital cameras, on-line graphics, clipart, CD-ROMs).
  - 05.05 Create and edit images using image or graphic design software.

**Special Notes:**

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at

<http://www.nagb.org/publications/frameworks/civicsframework.pdf>

**Instructional Practices**

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**RELATED BENCHMARKS:**

Scheme	Descriptor
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**LACC.68.RH.1**

LACC.68.RH.1.1:

LACC.68.RH.1.2:

LACC.68.RH.1.3:

**LACC.68.RH.2**

LACC.68.RH.2.4:

LACC.68.RH.2.6:

**LACC.68.RH.3**

LACC.68.RH.3.7:

LACC.68.RH.3.8:

LACC.68.RH.3.9:

**LACC.68.WHST.1**

LACC.68.WHST.1.1:

LACC.68.WHST.1.1a :

LACC.68.WHST.1.1b:

LACC.68.WHST.1.1c:

LACC.68.WHST.1.1d:

LACC.68.WHST.1.1e:

LACC.68.WHST.1.2:

LACC.68.WHST.1.2a:

LACC.68.WHST.1.2b:

LACC.68.WHST.1.2c:

LACC.68.WHST.1.2d:

LACC.68.WHST.1.2e:

LACC.68.WHST.1.2f:

**LACC.68.WHST.2**

LACC.68.WHST.2.4:

LACC.68.WHST.2.5:

LACC.68.WHST.2.6:

**LACC.68.WHST.3**

LACC.68.RH.3.7:

**Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

**Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**Integration of Knowledge and Ideas**

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Distinguish among fact, opinion, and reasoned judgment in a text.

Analyze the relationship between a primary and secondary source on the same topic.

**Text Types and Purposes**

Write arguments focused on discipline-specific content.

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Establish and maintain a formal style.

Provide a concluding statement or section that follows from and supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain a formal style and objective tone.

Provide a concluding statement or section that follows from and supports the information or explanation presented.

**Production and Distribution of Writing**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**Research to Build and Present Knowledge**

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.



LACC.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
<b>LACC.68.WHST.4:</b>	<b>Range of Writing</b>
LACC.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.7.C.1.1:	Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.
SS.7.C.1.2:	Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.
SS.7.C.1.3:	Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
SS.7.C.1.4:	Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
SS.7.C.1.5:	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
SS.7.C.1.6:	Interpret the intentions of the Preamble of the Constitution.
SS.7.C.1.7:	Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
SS.7.C.1.8:	Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.
SS.7.C.1.9:	Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
SS.7.C.2.1:	Define the term "citizen," and identify legal means of becoming a United States citizen.
SS.7.C.2.2:	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
SS.7.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.7.C.2.4:	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
SS.7.C.2.5:	Distinguish how the Constitution safeguards and limits individual rights.
SS.7.C.2.6:	Simulate the trial process and the role of juries in the administration of justice.
SS.7.C.2.7:	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
SS.7.C.2.8:	Identify America's current political parties, and illustrate their ideas about government.
SS.7.C.2.9:	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.
SS.7.C.2.10:	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
SS.7.C.2.11:	Analyze media and political communications (bias, symbolism, propaganda).
SS.7.C.2.12:	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
SS.7.C.2.13:	Examine multiple perspectives on public and current issues.
SS.7.C.2.14:	Conduct a service project to further the public good.

- SS.7.C.3.1: Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
- SS.7.C.3.2: Compare parliamentary, federal, confederal, and unitary systems of government.
- SS.7.C.3.3: Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.
- SS.7.C.3.4: Identify the relationship and division of powers between the federal government and state governments.
- SS.7.C.3.5: Explain the Constitutional amendment process.
- SS.7.C.3.6: Evaluate Constitutional rights and their impact on individuals and society.
- SS.7.C.3.7: Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
- SS.7.C.3.8: Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
- SS.7.C.3.9: Illustrate the law making process at the local, state, and federal levels.
- SS.7.C.3.10: Identify sources and types (civil, criminal, constitutional, military) of law.
- SS.7.C.3.11: Diagram the levels, functions, and powers of courts at the state and federal levels.
- SS.7.C.3.12: Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.
- SS.7.C.3.13: Compare the constitutions of the United States and Florida.
- SS.7.C.3.14: Differentiate between local, state, and federal governments' obligations and services.
- SS.7.C.4.1: Differentiate concepts related to United States domestic and foreign policy.
- SS.7.C.4.2: Recognize government and citizen participation in international organizations.
- SS.7.C.4.3: Describe examples of how the United States has dealt with international conflicts.

## GENERAL INFORMATION

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<b>Course Number:</b>	2106028
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Sciences»
<b>Course Title:</b>	International Baccalaureate Mid Yrs Prog M/J Civics Adv & Career Planning
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	IB MYP M/J CIVADVCP
<b>Course Length:</b>	Year
<b>Course Level:</b>	3
<b>Course Status:</b>	State Board Approved
<b>International Baccalaureate (IB):</b>	Yes
<b>General Notes:</b>	<b>Career and Education Planning</b> - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

### **Understanding the Workplace**

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

### **Self- Awareness**

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

### **Exploring Careers**

- 11.0 Demonstrate the ability to locate, understand, and use career information.
- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 15.0 Explain the relationship between educational achievement and career success.

### **Goal Setting and Decision-Making**

16.0 Identify and demonstrate use of steps to make career decisions.

17.0 Identify and demonstrate processes for making short and long term goals.

### **Workplace Skills**

18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.

19.0 Demonstrate skills to interact positively with others.

20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

### **Career and Education Planning**

21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.

22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.

24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.

25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.

26.0 Describe how extracurricular programs can be incorporated in career and education planning.

27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.

28.0 Describe high school credits and explain how GPAs are calculated.

### **Job Search**

29.0 Demonstrate skills to complete a job application.

30.0 Demonstrate skills essential for a job interview.

The course description for the International Baccalaureate Mid Years Program course is provided through <http://www.ibo.org/myp/curriculum/group3/index.cfm>.

## **GENERAL INFORMATION**

**Course Number:** 2106026  
**Course Title:** M/J Civics, Advanced & Career Planning  
**Course Abbreviated Title:** M/J CIVICS ADV&CAR P  
**Course Path:** **Section:**Grades PreK to 12 Education Courses» **Grade Group:**Grades 6 to 8 Education Courses  
» **Subject:**Social Studies » **SubSubject:**Political Sciences »  
**Course Length:** Year  
**Course Level:** 3  
**Status:** Pending State Board Approval  
**General Notes:**

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

**Honors/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

**Career and Education Planning** - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

### **Understanding the Workplace**

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

### **Self-Awareness**

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout

the career planning process.

9.0 Identify strengths and areas in which assistance is needed at school.

10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

### **Exploring Careers**

11.0 Demonstrate the ability to locate, understand, and use career information.

12.0 Use the Internet to access career and education planning information.

13.0 Identify skills that are transferable from one occupation to another.

14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.

15.0 Explain the relationship between educational achievement and career success.

### **Goal Setting and Decision-Making**

16.0 Identify and demonstrate use of steps to make career decisions.

17.0 Identify and demonstrate processes for making short and long term goals.

### **Workplace Skills**

18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.

19.0 Demonstrate skills to interact positively with others.

20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

### **Career and Education Planning**

21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.

22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.

24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.

25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.

26.0 Describe how extracurricular programs can be incorporated in career and education planning.

27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.

28.0 Describe high school credits and explain how GPAs are calculated.

### **Job Search**

29.0 Demonstrate skills to complete a job application.

30.0 Demonstrate skills essential for a job interview.

**Special Notes:**

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at

<http://www.nagb.org/publications/frameworks/civicsframework.pdf>

**Instructional Practices**

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**RELATED BENCHMARKS:**

Scheme	Descriptor
<b>LACC.68.RH.1</b>	<b>Key Ideas and Details</b>
LACC.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LACC.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.1.3:	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>LACC.68.RH.2</b>	<b>Craft and Structure</b>
LACC.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LACC.68.RH.2.6:	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>LACC.68.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
<b>LACC.68.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

LACC.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LACC.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LACC.68.WHST.1.1d:	Establish and maintain a formal style.
LACC.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LACC.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LACC.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LACC.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LACC.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LACC.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LACC.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>LACC.68.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.68.WHST.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
<b>LACC.68.WHST.4:</b>	<b>Range of Writing</b>
LACC.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.7.C.1.1:	Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.
SS.7.C.1.2:	Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.



- SS.7.C.1.3: Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
- SS.7.C.1.4: Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
- SS.7.C.1.5: Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
- SS.7.C.1.6: Interpret the intentions of the Preamble of the Constitution.
- SS.7.C.1.7: Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
- SS.7.C.1.8: Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.
- SS.7.C.1.9: Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
- SS.7.C.2.1: Define the term "citizen," and identify legal means of becoming a United States citizen.
- SS.7.C.2.2: Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
- SS.7.C.2.3: Experience the responsibilities of citizens at the local, state, or federal levels.
- SS.7.C.2.4: Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
- SS.7.C.2.5: Distinguish how the Constitution safeguards and limits individual rights.
- SS.7.C.2.6: Simulate the trial process and the role of juries in the administration of justice.
- SS.7.C.2.7: Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
- SS.7.C.2.8: Identify America's current political parties, and illustrate their ideas about government.
- SS.7.C.2.9: Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.
- SS.7.C.2.10: Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
- SS.7.C.2.11: Analyze media and political communications (bias, symbolism, propaganda).
- SS.7.C.2.12: Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
- SS.7.C.2.13: Examine multiple perspectives on public and current issues.
- SS.7.C.2.14: Conduct a service project to further the public good.
- SS.7.C.3.1: Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
- SS.7.C.3.2: Compare parliamentary, federal, confederal, and unitary systems of government.
- SS.7.C.3.3: Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.
- SS.7.C.3.4: Identify the relationship and division of powers between the federal government and state governments.
- SS.7.C.3.5: Explain the Constitutional amendment process.
- SS.7.C.3.6: Evaluate Constitutional rights and their impact on individuals and society.
- SS.7.C.3.7: Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
- SS.7.C.3.8: Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
- SS.7.C.3.9: Illustrate the law making process at the local, state, and federal levels.
- SS.7.C.3.10: Identify sources and types (civil, criminal, constitutional, military) of law.
- SS.7.C.3.11: Diagram the levels, functions, and powers of courts at the state and federal levels.
- SS.7.C.3.12: Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v.

Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.

- SS.7.C.3.13: Compare the constitutions of the United States and Florida.
- SS.7.C.3.14: Differentiate between local, state, and federal governments' obligations and services.
- SS.7.C.4.1: Differentiate concepts related to United States domestic and foreign policy.
- SS.7.C.4.2: Recognize government and citizen participation in international organizations.
- SS.7.C.4.3: Describe examples of how the United States has dealt with international conflicts.
- SS.7.E.1.1: Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
- SS.7.E.1.2: Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
- SS.7.E.1.3: Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.
- SS.7.E.1.4: Discuss the function of financial institutions in the development of a market economy.
- SS.7.E.1.5: Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
- SS.7.E.1.6: Compare the national budget process to the personal budget process.
- SS.7.E.2.1: Explain how federal, state, and local taxes support the economy as a function of the United States government.
- SS.7.E.2.2: Describe the banking system in the United States and its impact on the money supply.
- SS.7.E.2.3: Identify and describe United States laws and regulations adopted to promote economic competition.
- SS.7.E.2.4: Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
- SS.7.E.2.5: Explain how economic institutions impact the national economy.
- SS.7.E.3.1: Explain how international trade requires a system for exchanging currency between and among nations.
- SS.7.E.3.2: Assess how the changing value of currency affects trade of goods and services between nations.
- SS.7.E.3.3: Compare and contrast a single resource economy with a diversified economy.
- SS.7.E.3.4: Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.
- SS.7.G.1.1: Locate the fifty states and their capital cities in addition to the nation's capital on a map.
- SS.7.G.1.2: Locate on a world map the territories and protectorates of the United States of America.
- SS.7.G.1.3: Interpret maps to identify geopolitical divisions and boundaries of places in North America.
- SS.7.G.2.1: Locate major cultural landmarks that are emblematic of the United States.
- SS.7.G.2.2: Locate major physical landmarks that are emblematic of the United States.
- SS.7.G.2.3: Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
- SS.7.G.2.4: Describe current major cultural regions of North America.
- SS.7.G.3.1: Use maps to describe the location, abundance, and variety of natural resources in North America.
- SS.7.G.4.1: Use geographic terms and tools to explain cultural diffusion throughout North America.
- SS.7.G.4.2: Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
- SS.7.G.5.1: Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.
- SS.7.G.6.1: Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

## **GENERAL INFORMATION**

**Course Number:** 2106025  
**Course Title:** M/J Civics, Advanced  
**Course Abbreviated Title:** M/J CIVICS ADV  
**Course Path:** **Section:**Grades PreK to 12 Education Courses» **Grade Group:**Grades 6 to 8 Education Courses  
» **Subject:**Social Studies » **SubSubject:**Political Sciences »  
**Course Length:** Semester  
**Course Level:** 3  
**Status:** Pending State Board Approval  
**General Notes:** The primary content for this half-year course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system.

**Honors/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

**Special Notes:** Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at

<http://www.nagb.org/publications/frameworks/civicsframework.pdf>

### **Instructional Practices**

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.

5. Providing extensive text-based research and writing opportunities (claims and evidence).

**RELATED BENCHMARKS:**

Scheme	Descriptor
<b>LACC.68.RH.1</b>	<b>Key Ideas and Details</b>
LACC.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LACC.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.1.3:	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>LACC.68.RH.2</b>	<b>Craft and Structure</b>
LACC.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LACC.68.RH.2.6:	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>LACC.68.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
<b>LACC.68.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LACC.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LACC.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LACC.68.WHST.1.1d:	Establish and maintain a formal style.
LACC.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LACC.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LACC.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LACC.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LACC.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LACC.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LACC.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**LACC.68.WHST.3**

LACC.68.RH.3.7:

**Research to Build and Present Knowledge**

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

LACC.68.WHST.3.8:

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

LACC.68.WHST.3.9:

Draw evidence from informational texts to support analysis, reflection, and research.

**LACC.68.WHST.4:**

LACC.68.WHST.4.10:

**Range of Writing**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MACC.K12.MP**

MACC.K12.MP.1

Make sense of problems and persevere in solving them.

MACC.K12.MP.3

Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.5

Use appropriate tools strategically.

MACC.K12.MP.6

Attend to precision.

SS.7.C.1.1:

Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.

SS.7.C.1.2:

Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.

SS.7.C.1.3:

Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.

SS.7.C.1.4:

Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.

SS.7.C.1.5:

Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.

SS.7.C.1.6:

Interpret the intentions of the Preamble of the Constitution.

SS.7.C.1.7:

Describe how the Constitution limits the powers of government through separation of powers and checks and balances.

SS.7.C.1.8:

Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.

SS.7.C.1.9:

Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.

SS.7.C.2.1:

Define the term "citizen," and identify legal means of becoming a United States citizen.

SS.7.C.2.2:

Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.

SS.7.C.2.3:

Experience the responsibilities of citizens at the local, state, or federal levels.

SS.7.C.2.4:

Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.

SS.7.C.2.5:

Distinguish how the Constitution safeguards and limits individual rights.

SS.7.C.2.6:

Simulate the trial process and the role of juries in the administration of justice.

SS.7.C.2.7:

Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.

SS.7.C.2.8:

Identify America's current political parties, and illustrate their ideas about government.

SS.7.C.2.9:

Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.

SS.7.C.2.10:

Examine the impact of media, individuals, and interest groups on monitoring and influencing government.

SS.7.C.2.11:

Analyze media and political communications (bias, symbolism, propaganda).

- SS.7.C.2.12: Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
- SS.7.C.2.13: Examine multiple perspectives on public and current issues.
- SS.7.C.2.14: Conduct a service project to further the public good.
- SS.7.C.3.1: Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
- SS.7.C.3.2: Compare parliamentary, federal, confederal, and unitary systems of government.
- SS.7.C.3.3: Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.
- SS.7.C.3.4: Identify the relationship and division of powers between the federal government and state governments.
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- SS.7.C.3.8: Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
- SS.7.C.3.9: Illustrate the law making process at the local, state, and federal levels.
- SS.7.C.3.10: Identify sources and types (civil, criminal, constitutional, military) of law.
- SS.7.C.3.11: Diagram the levels, functions, and powers of courts at the state and federal levels.
- SS.7.C.3.12: Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.
- SS.7.C.3.13: Compare the constitutions of the United States and Florida.
- SS.7.C.3.14: Differentiate between local, state, and federal governments' obligations and services.
- SS.7.C.4.1: Differentiate concepts related to United States domestic and foreign policy.
- SS.7.C.4.2: Recognize government and citizen participation in international organizations.
- SS.7.C.4.3: Describe examples of how the United States has dealt with international conflicts.

## **GENERAL INFORMATION**

**Course Number:** 2106020  
**Course Title:** M/J Civics, Advanced  
**Course Abbreviated Title:** M/J CIVICS ADV  
**Course Path:** **Section:**Grades PreK to 12 Education Courses» **Grade Group:**Grades 6 to 8 Education Courses  
» **Subject:**Social Studies » **SubSubject:**Political Sciences »  
**Course Length:** Year  
**Course Level:** 3  
**Status:** State Board Approved  
**General Notes:** The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

**Honors/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

**Special Notes:** Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
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1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.

5. Providing extensive text-based research and writing opportunities (claims and evidence).

**RELATED BENCHMARKS:**

Scheme	Descriptor
<b>LACC.68.RH.1</b>	<b>Key Ideas and Details</b>
LACC.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LACC.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.1.3:	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>LACC.68.RH.2</b>	<b>Craft and Structure</b>
LACC.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LACC.68.RH.2.6:	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>LACC.68.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
<b>LACC.68.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LACC.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LACC.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LACC.68.WHST.1.1d:	Establish and maintain a formal style.
LACC.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LACC.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LACC.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LACC.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LACC.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LACC.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.



LACC.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>LACC.68.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
<b>LACC.68.WHST.4:</b>	<b>Range of Writing</b>
LACC.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.7.C.1.1:	Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.
SS.7.C.1.2:	Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.
SS.7.C.1.3:	Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
SS.7.C.1.4:	Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
SS.7.C.1.5:	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
SS.7.C.1.6:	Interpret the intentions of the Preamble of the Constitution.
SS.7.C.1.7:	Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
SS.7.C.1.8:	Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.
SS.7.C.1.9:	Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
SS.7.C.2.1:	Define the term "citizen," and identify legal means of becoming a United States citizen.
SS.7.C.2.2:	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
SS.7.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.7.C.2.4:	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
SS.7.C.2.5:	Distinguish how the Constitution safeguards and limits individual rights.
SS.7.C.2.6:	Simulate the trial process and the role of juries in the administration of justice.
SS.7.C.2.7:	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
SS.7.C.2.8:	Identify America's current political parties, and illustrate their ideas about government.
SS.7.C.2.9:	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.
SS.7.C.2.10:	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
SS.7.C.2.11:	Analyze media and political communications (bias, symbolism, propaganda).

- SS.7.C.2.12: Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
- SS.7.C.2.13: Examine multiple perspectives on public and current issues.
- SS.7.C.2.14: Conduct a service project to further the public good.
- SS.7.C.3.1: Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
- SS.7.C.3.2: Compare parliamentary, federal, confederal, and unitary systems of government.
- SS.7.C.3.3: Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.
- SS.7.C.3.4: Identify the relationship and division of powers between the federal government and state governments.
- SS.7.C.3.5: Explain the Constitutional amendment process.
- SS.7.C.3.6: Evaluate Constitutional rights and their impact on individuals and society.
- SS.7.C.3.7: Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
- SS.7.C.3.8: Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
- SS.7.C.3.9: Illustrate the law making process at the local, state, and federal levels.
- SS.7.C.3.10: Identify sources and types (civil, criminal, constitutional, military) of law.
- SS.7.C.3.11: Diagram the levels, functions, and powers of courts at the state and federal levels.
- SS.7.C.3.12: Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.
- SS.7.C.3.13: Compare the constitutions of the United States and Florida.
- SS.7.C.3.14: Differentiate between local, state, and federal governments' obligations and services.
- SS.7.C.4.1: Differentiate concepts related to United States domestic and foreign policy.
- SS.7.C.4.2: Recognize government and citizen participation in international organizations.
- SS.7.C.4.3: Describe examples of how the United States has dealt with international conflicts.
- SS.7.E.1.1: Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
- SS.7.E.1.2: Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
- SS.7.E.1.3: Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.
- SS.7.E.1.4: Discuss the function of financial institutions in the development of a market economy.
- SS.7.E.1.5: Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
- SS.7.E.1.6: Compare the national budget process to the personal budget process.
- SS.7.E.2.1: Explain how federal, state, and local taxes support the economy as a function of the United States government.
- SS.7.E.2.2: Describe the banking system in the United States and its impact on the money supply.
- SS.7.E.2.3: Identify and describe United States laws and regulations adopted to promote economic competition.
- SS.7.E.2.4: Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
- SS.7.E.2.5: Explain how economic institutions impact the national economy.
- SS.7.E.3.1: Explain how international trade requires a system for exchanging currency between and among nations.

- SS.7.E.3.2: Assess how the changing value of currency affects trade of goods and services between nations.
- SS.7.E.3.3: Compare and contrast a single resource economy with a diversified economy.
- SS.7.E.3.4: Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.
- SS.7.G.1.1: Locate the fifty states and their capital cities in addition to the nation's capital on a map.
- SS.7.G.1.2: Locate on a world map the territories and protectorates of the United States of America.
- SS.7.G.1.3: Interpret maps to identify geopolitical divisions and boundaries of places in North America.
- SS.7.G.2.1: Locate major cultural landmarks that are emblematic of the United States.
- SS.7.G.2.2: Locate major physical landmarks that are emblematic of the United States.
- SS.7.G.2.3: Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
- SS.7.G.2.4: Describe current major cultural regions of North America.
- SS.7.G.3.1: Use maps to describe the location, abundance, and variety of natural resources in North America.
- SS.7.G.4.1: Use geographic terms and tools to explain cultural diffusion throughout North America.
- SS.7.G.4.2: Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
- SS.7.G.5.1: Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.
- SS.7.G.6.1: Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

## **GENERAL INFORMATION**

**Course Number:** 2106016  
**Course Title:** M/J Civics & Career Planning  
**Course Abbreviated Title:** M/J CIVICS & CAR PL  
**Course Path:** **Section:**Grades PreK to 12 Education Courses» **Grade Group:**Grades 6 to 8 Education Courses  
» **Subject:**Social Studies » **SubSubject:**Political Sciences »

**Course Length:** Year  
**Course Level:** 2  
**Status:** Pending State Board Approval  
**General Notes:** The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

**Career and Education Planning** - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

### **Understanding the Workplace**

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

### **Self- Awareness**

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

### **Exploring Careers**

- 11.0 Demonstrate the ability to locate, understand, and use career information.
- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training

requirements.

15.0 Explain the relationship between educational achievement and career success.

### **Goal Setting and Decision-Making**

16.0 Identify and demonstrate use of steps to make career decisions.

17.0 Identify and demonstrate processes for making short and long term goals.

### **Workplace Skills**

18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.

19.0 Demonstrate skills to interact positively with others.

20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

### **Career and Education Planning**

21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.

22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.

24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.

25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.

26.0 Describe how extracurricular programs can be incorporated in career and education planning.

27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.

28.0 Describe high school credits and explain how GPAs are calculated.

### **Job Search**

29.0 Demonstrate skills to complete a job application.

30.0 Demonstrate skills essential for a job interview.

### **Special Notes:**

Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at

<http://www.nagb.org/publications/frameworks/civicsframework.pdf>

### **Instructional Practices**

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

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- SS.7.E.1.5: Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
- SS.7.E.1.6: Compare the national budget process to the personal budget process.
- SS.7.E.2.1: Explain how federal, state, and local taxes support the economy as a function of the United States government.



- SS.7.E.2.2: Describe the banking system in the United States and its impact on the money supply.
- SS.7.E.2.3: Identify and describe United States laws and regulations adopted to promote economic competition.
- SS.7.E.2.4: Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
- SS.7.E.2.5: Explain how economic institutions impact the national economy.
- SS.7.E.3.1: Explain how international trade requires a system for exchanging currency between and among nations.
- SS.7.E.3.2: Assess how the changing value of currency affects trade of goods and services between nations.
- SS.7.E.3.3: Compare and contrast a single resource economy with a diversified economy.
- SS.7.E.3.4: Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.
- SS.7.G.1.1: Locate the fifty states and their capital cities in addition to the nation's capital on a map.
- SS.7.G.1.2: Locate on a world map the territories and protectorates of the United States of America.
- SS.7.G.1.3: Interpret maps to identify geopolitical divisions and boundaries of places in North America.
- SS.7.G.2.1: Locate major cultural landmarks that are emblematic of the United States.
- SS.7.G.2.2: Locate major physical landmarks that are emblematic of the United States.
- SS.7.G.2.3: Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
- SS.7.G.2.4: Describe current major cultural regions of North America.
- SS.7.G.3.1: Use maps to describe the location, abundance, and variety of natural resources in North America.
- SS.7.G.4.1: Use geographic terms and tools to explain cultural diffusion throughout North America.
- SS.7.G.4.2: Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
- SS.7.G.5.1: Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.
- SS.7.G.6.1: Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

## **GENERAL INFORMATION**

<b>Course Number:</b>	2106015
<b>Course Title:</b>	M/J Civics
<b>Course Abbreviated Title:</b>	M/J CIVICS
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Sciences »
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	Pending State Board Approval
<b>General Notes:</b>	The primary content for this half -year course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system.
<b>Special Notes:</b>	Additional content that may be included in the Grade 8 NAEP Civics assessment includes: <ul style="list-style-type: none"><li>• Distinctive characteristics of American society</li><li>• Unity/diversity in American society</li><li>• Civil society: nongovernmental associations, groups</li><li>• Nation-states</li><li>• Interaction among nation-states</li><li>• Major governmental, nongovernmental international organizations</li></ul> The NAEP frameworks for Civics may be accessed at <a href="http://www.nagb.org/publications/frameworks/civicsframework.pdf">http://www.nagb.org/publications/frameworks/civicsframework.pdf</a>

### **Instructional Practices**

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **RELATED BENCHMARKS:**

Scheme	Descriptor
<b>LACC.68.RH.1</b>	<b>Key Ideas and Details</b>
LACC.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LACC.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.1.3:	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>LACC.68.RH.2</b>	<b>Craft and Structure</b>

LACC.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LACC.68.RH.2.6:	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>LACC.68.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
<b>LACC.68.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LACC.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LACC.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LACC.68.WHST.1.1d:	Establish and maintain a formal style.
LACC.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LACC.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LACC.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LACC.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LACC.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LACC.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LACC.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>LACC.68.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
<b>LACC.68.WHST.4:</b>	<b>Range of Writing</b>

LACC.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.7.C.1.1:	Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.
SS.7.C.1.2:	Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.
SS.7.C.1.3:	Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
SS.7.C.1.4:	Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
SS.7.C.1.5:	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
SS.7.C.1.6:	Interpret the intentions of the Preamble of the Constitution.
SS.7.C.1.7:	Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
SS.7.C.1.8:	Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.
SS.7.C.1.9:	Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
SS.7.C.2.1:	Define the term "citizen," and identify legal means of becoming a United States citizen.
SS.7.C.2.2:	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
SS.7.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.7.C.2.4:	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
SS.7.C.2.5:	Distinguish how the Constitution safeguards and limits individual rights.
SS.7.C.2.6:	Simulate the trial process and the role of juries in the administration of justice.
SS.7.C.2.7:	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
SS.7.C.2.8:	Identify America's current political parties, and illustrate their ideas about government.
SS.7.C.2.9:	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.
SS.7.C.2.10:	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
SS.7.C.2.11:	Analyze media and political communications (bias, symbolism, propaganda).
SS.7.C.2.12:	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
SS.7.C.2.13:	Examine multiple perspectives on public and current issues.
SS.7.C.2.14:	Conduct a service project to further the public good.
SS.7.C.3.1:	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
SS.7.C.3.2:	Compare parliamentary, federal, confederal, and unitary systems of government.
SS.7.C.3.3:	Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.

- SS.7.C.3.4: Identify the relationship and division of powers between the federal government and state governments.
- SS.7.C.3.5: Explain the Constitutional amendment process.
- SS.7.C.3.6: Evaluate Constitutional rights and their impact on individuals and society.
- SS.7.C.3.7: Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
- SS.7.C.3.8: Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
- SS.7.C.3.9: Illustrate the law making process at the local, state, and federal levels.
- SS.7.C.3.10: Identify sources and types (civil, criminal, constitutional, military) of law.
- SS.7.C.3.11: Diagram the levels, functions, and powers of courts at the state and federal levels.
- SS.7.C.3.12: Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.
- SS.7.C.3.13: Compare the constitutions of the United States and Florida.
- SS.7.C.3.14: Differentiate between local, state, and federal governments' obligations and services.
- SS.7.C.4.1: Differentiate concepts related to United States domestic and foreign policy.
- SS.7.C.4.2: Recognize government and citizen participation in international organizations.
- SS.7.C.4.3: Describe examples of how the United States has dealt with international conflicts.

## **GENERAL INFORMATION**

<b>Course Number:</b>	2106010
<b>Course Title:</b>	M/J Civics
<b>Course Abbreviated Title:</b>	M/J CIVICS
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Sciences »
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	Pending State Board Approval
<b>General Notes:</b>	The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.
<b>Special Notes:</b>	Additional content that may be included in the Grade 8 NAEP Civics assessment includes: <ul style="list-style-type: none"><li>• Distinctive characteristics of American society</li><li>• Unity/diversity in American society</li><li>• Civil society: nongovernmental associations, groups</li><li>• Nation-states</li><li>• Interaction among nation-states</li><li>• Major governmental, nongovernmental international organizations</li></ul> The NAEP frameworks for Civics may be accessed at <a href="http://www.nagb.org/publications/frameworks/civicsframework.pdf">http://www.nagb.org/publications/frameworks/civicsframework.pdf</a>

### **Instructional Practices**

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **RELATED BENCHMARKS:**

Scheme	Descriptor
<b>LACC.68.RH.1</b>	<b>Key Ideas and Details</b>
LACC.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LACC.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.1.3:	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

<b>LACC.68.RH.2</b>	<b>Craft and Structure</b>
LACC.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LACC.68.RH.2.6:	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>LACC.68.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
<b>LACC.68.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LACC.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LACC.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LACC.68.WHST.1.1d:	Establish and maintain a formal style.
LACC.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LACC.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LACC.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LACC.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LACC.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LACC.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LACC.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>LACC.68.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
<b>LACC.68.WHST.4:</b>	<b>Range of Writing</b>

LACC.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.7.C.1.1:	Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.
SS.7.C.1.2:	Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government.
SS.7.C.1.3:	Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
SS.7.C.1.4:	Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
SS.7.C.1.5:	Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
SS.7.C.1.6:	Interpret the intentions of the Preamble of the Constitution.
SS.7.C.1.7:	Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
SS.7.C.1.8:	Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.
SS.7.C.1.9:	Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.
SS.7.C.2.1:	Define the term "citizen," and identify legal means of becoming a United States citizen.
SS.7.C.2.2:	Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
SS.7.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.7.C.2.4:	Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.
SS.7.C.2.5:	Distinguish how the Constitution safeguards and limits individual rights.
SS.7.C.2.6:	Simulate the trial process and the role of juries in the administration of justice.
SS.7.C.2.7:	Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.
SS.7.C.2.8:	Identify America's current political parties, and illustrate their ideas about government.
SS.7.C.2.9:	Evaluate candidates for political office by analyzing their qualifications, experience, issue-based platforms, debates, and political ads.
SS.7.C.2.10:	Examine the impact of media, individuals, and interest groups on monitoring and influencing government.
SS.7.C.2.11:	Analyze media and political communications (bias, symbolism, propaganda).
SS.7.C.2.12:	Develop a plan to resolve a state or local problem by researching public policy alternatives, identifying appropriate government agencies to address the issue, and determining a course of action.
SS.7.C.2.13:	Examine multiple perspectives on public and current issues.
SS.7.C.2.14:	Conduct a service project to further the public good.
SS.7.C.3.1:	Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy).
SS.7.C.3.2:	Compare parliamentary, federal, confederal, and unitary systems of government.
SS.7.C.3.3:	Illustrate the structure and function (three branches of government established in Articles I, II, and III with corresponding powers) of government in the United States as established in the Constitution.



- SS.7.C.3.4: Identify the relationship and division of powers between the federal government and state governments.
- SS.7.C.3.5: Explain the Constitutional amendment process.
- SS.7.C.3.6: Evaluate Constitutional rights and their impact on individuals and society.
- SS.7.C.3.7: Analyze the impact of the 13th, 14th, 15th, 19th, 24th, and 26th amendments on participation of minority groups in the American political process.
- SS.7.C.3.8: Analyze the structure, functions, and processes of the legislative, executive, and judicial branches.
- SS.7.C.3.9: Illustrate the law making process at the local, state, and federal levels.
- SS.7.C.3.10: Identify sources and types (civil, criminal, constitutional, military) of law.
- SS.7.C.3.11: Diagram the levels, functions, and powers of courts at the state and federal levels.
- SS.7.C.3.12: Analyze the significance and outcomes of landmark Supreme Court cases including, but not limited to, Marbury v. Madison, Plessy v. Ferguson, Brown v. Board of Education, Gideon v. Wainwright, Miranda v. Arizona, in re Gault, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, United States v. Nixon, and Bush v. Gore.
- SS.7.C.3.13: Compare the constitutions of the United States and Florida.
- SS.7.C.3.14: Differentiate between local, state, and federal governments' obligations and services.
- SS.7.C.4.1: Differentiate concepts related to United States domestic and foreign policy.
- SS.7.C.4.2: Recognize government and citizen participation in international organizations.
- SS.7.C.4.3: Describe examples of how the United States has dealt with international conflicts.
- SS.7.E.1.1: Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
- SS.7.E.1.2: Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
- SS.7.E.1.3: Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.
- SS.7.E.1.4: Discuss the function of financial institutions in the development of a market economy.
- SS.7.E.1.5: Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
- SS.7.E.1.6: Compare the national budget process to the personal budget process.
- SS.7.E.2.1: Explain how federal, state, and local taxes support the economy as a function of the United States government.
- SS.7.E.2.2: Describe the banking system in the United States and its impact on the money supply.
- SS.7.E.2.3: Identify and describe United States laws and regulations adopted to promote economic competition.
- SS.7.E.2.4: Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
- SS.7.E.2.5: Explain how economic institutions impact the national economy.
- SS.7.E.3.1: Explain how international trade requires a system for exchanging currency between and among nations.
- SS.7.E.3.2: Assess how the changing value of currency affects trade of goods and services between nations.
- SS.7.E.3.3: Compare and contrast a single resource economy with a diversified economy.
- SS.7.E.3.4: Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.
- SS.7.G.1.1: Locate the fifty states and their capital cities in addition to the nation's capital on a map.
- SS.7.G.1.2: Locate on a world map the territories and protectorates of the United States of America.
- SS.7.G.1.3: Interpret maps to identify geopolitical divisions and boundaries of places in North America.
- SS.7.G.2.1: Locate major cultural landmarks that are emblematic of the United States.
- SS.7.G.2.2: Locate major physical landmarks that are emblematic of the United States.

- SS.7.G.2.3: Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
- SS.7.G.2.4: Describe current major cultural regions of North America.
- SS.7.G.3.1: Use maps to describe the location, abundance, and variety of natural resources in North America.
- SS.7.G.4.1: Use geographic terms and tools to explain cultural diffusion throughout North America.
- SS.7.G.4.2: Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
- SS.7.G.5.1: Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.
- SS.7.G.6.1: Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

## GENERAL INFORMATION

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<b>Course Number:</b>	2105030
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Multicultural Studies»
<b>Course Title:</b>	M/J Advanced World Cultures
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	M/J ADV WORLD CLTRS
<b>Course Length:</b>	Year
<b>Course Level:</b>	3
<b>Course Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>M/J World Cultures</b> - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the study of the significant contributions of world cultural groups. Students will use social studies concepts, tools, and skills to draw conclusions regarding the varied characteristics of cultural groups. Content should include, but not be limited to the characteristics of a cultural group, the development of cultural societies, the impact of geography on cultural development, the evaluation of the interdependence between humans and the environment, and the complexity of global issues. Students will study methods of historical inquiry and primary and secondary historical documents.

**Honors/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

## RELATED BENCHMARKS:

Scheme	Descriptor
<b>LACC.68.RH.1</b>	<b>Key Ideas and Details</b>
LACC.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LACC.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.1.3:	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>LACC.68.RH.2</b>	<b>Craft and Structure</b>
LACC.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LACC.68.RH.2.6:	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>LACC.68.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.

**LACC.68.WHST.1****Text Types and Purposes**

- LACC.68.WHST.1.1: Write arguments focused on discipline-specific content.
- LACC.68.WHST.1.1a : Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- LACC.68.WHST.1.1b: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- LACC.68.WHST.1.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- LACC.68.WHST.1.1d: Establish and maintain a formal style.
- LACC.68.WHST.1.1e: Provide a concluding statement or section that follows from and supports the argument presented.
- LACC.68.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- LACC.68.WHST.1.2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- LACC.68.WHST.1.2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- LACC.68.WHST.1.2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- LACC.68.WHST.1.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- LACC.68.WHST.1.2e: Establish and maintain a formal style and objective tone.
- LACC.68.WHST.1.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.

**LACC.68.WHST.2****Production and Distribution of Writing**

- LACC.68.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LACC.68.WHST.2.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- LACC.68.WHST.2.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**LACC.68.WHST.3****Research to Build and Present Knowledge**

- LACC.68.WHST.3.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- LACC.68.WHST.3.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- LACC.68.WHST.3.9: Draw evidence from informational texts to support analysis reflection, and research.

**LACC.68.WHST.4:****Range of Writing**

- LACC.68.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MACC.K12.MP****Mathematical Practices**

- MACC.K12.MP.1: Make sense of problems and persevere in solving them.
- MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5: Use appropriate tools strategically.
- MACC.K12.MP.6: Attend to precision.
- SS.6.E.2.1: Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.

- SS.6.E.3.1: Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
- SS.6.E.3.2: Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
- SS.6.E.3.4: Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
- SS.6.G.1.1: Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
- SS.6.G.1.2: Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
- SS.6.G.1.4: Utilize tools geographers use to study the world.
- SS.6.G.1.5: Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
- SS.6.G.1.6: Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
- SS.6.G.1.7: Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
- SS.6.G.2.1: Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
- SS.6.G.2.2: Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
- SS.6.G.2.4: Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
- SS.6.G.2.5: Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
- SS.6.G.2.6: Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
- SS.6.G.2.7: Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
- SS.6.G.3.1: Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
- SS.6.G.3.2: Analyze the impact of human populations on the ancient world's ecosystems.
- SS.6.G.4.1: Explain how family and ethnic relationships influenced ancient cultures.
- SS.6.G.4.2: Use maps to trace significant migrations, and analyze their results.
- SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
- SS.6.G.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.
- SS.6.G.6.1: Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
- SS.6.G.6.2: Compare maps of the world in ancient times with current political maps.
- SS.6.W.1.1: Use timelines to identify chronological order of historical events.
- SS.6.W.1.3: Interpret primary and secondary sources.
- SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.
- SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.
- SS.6.W.2.3: Identify the characteristics of civilization.
- SS.6.W.2.4: Compare the economic, political, social, and religious institutions of ancient river civilizations.
- SS.6.W.2.5: Summarize important achievements of Egyptian civilization.

- SS.6.W.2.6 Determine the contributions of key figures from ancient Egypt.
- SS.6.W.2.7: Summarize the important achievements of Mesopotamian civilization.
- SS.6.W.2.8 Determine the impact of key figures from ancient Mesopotamian civilizations.
- SS.6.W.2.10: Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.
- SS.6.W.3.1: Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
- SS.6.W.3.2: Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
- SS.6.W.3.5: Summarize the important achievements and contributions of ancient Greek civilization.
- SS.6.W.3.6: Determine the impact of key figures from ancient Greece.
- SS.6.W.3.7: Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.
- SS.6.W.3.10: Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
- SS.6.W.3.13: Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.
- SS.6.W.3.14: Describe the key achievements and contributions of Roman civilization.
- SS.6.W.3.17: Explain the spread and influence of the Latin language on Western Civilization.
- SS.6.W.3.18: Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.
- SS.6.W.4.1: Discuss the significance of Aryan and other tribal migrations on Indian civilization.
- SS.6.W.4.2: Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.
- SS.6.W.4.3: Recognize the political and cultural achievements of the Mauryan and Gupta empires.
- SS.6.W.4.4: Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.
- SS.6.W.4.5: Summarize the important achievements and contributions of ancient Indian civilization.
- SS.6.W.4.6: Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.
- SS.6.W.4.7: Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.
- SS.6.W.4.8: Describe the contributions of classical and post classical China.
- SS.6.W.4.10: Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.
- SS.6.W.4.11: Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.
- SS.6.W.4.12: Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.

## GENERAL INFORMATION

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<b>Course Number:</b>	2105025
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Multicultural Studies»
<b>Course Title:</b>	M/J World Cultures & Career Planning
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	M/J WORLD CLTRS C/P
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Course Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>M/J World Cultures</b> - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the study of the significant contributions of world cultural groups. Students will use social studies concepts, tools, and skills to draw conclusions regarding the varied characteristics of cultural groups. Content should include, but not be limited to the characteristics of a cultural group, the development of cultural societies, and the complexity of global issues. Students will study methods of historical inquiry and primary and secondary historical documents.

**Career and Education Planning** - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

### **Understanding the Workplace**

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

### **Self- Awareness**

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

### **Exploring Careers**

- 11.0 Demonstrate the ability to locate, understand, and use career information.

- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 15.0 Explain the relationship between educational achievement and career success.

**Goal Setting and Decision-Making**

- 16.0 Identify and demonstrate use of steps to make career decisions.
- 17.0 Identify and demonstrate processes for making short and long term goals.

**Workplace Skills**

- 18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 19.0 Demonstrate skills to interact positively with others.
- 20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

**Career and Education Planning**

- 21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.
- 22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 26.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 28.0 Describe high school credits and explain how GPAs are calculated.

**Job Search**

- 29.0 Demonstrate skills to complete a job application.
- 30.0 Demonstrate skills essential for a job interview.

**RELATED BENCHMARKS:**

Scheme	Descriptor
<b>LACC.68.RH.1</b>	<b>Key Ideas and Details</b>
LACC.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LACC.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.1.3:	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>LACC.68.RH.2</b>	<b>Craft and Structure</b>
LACC.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LACC.68.RH.2.6:	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>LACC.68.RH.3</b>	<b>Integration of Knowledge and Ideas</b>



LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
<b>LACC.68.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LACC.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LACC.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LACC.68.WHST.1.1d:	Establish and maintain a formal style.
LACC.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LACC.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LACC.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LACC.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LACC.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LACC.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LACC.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>LACC.68.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
<b>LACC.68.WHST.4:</b>	<b>Range of Writing</b>
LACC.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.4:	Utilize tools geographers use to study the world.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
SS.6.G.2.7:	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
SS.6.G.3.1:	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
SS.6.G.3.2:	Analyze the impact of human populations on the ancient world's ecosystems.
SS.6.G.4.1:	Explain how family and ethnic relationships influenced ancient cultures.
SS.6.G.4.2:	Use maps to trace significant migrations, and analyze their results.
SS.6.G.4.3:	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
SS.6.G.5.1:	Identify the methods used to compensate for the scarcity of resources in the ancient world.
SS.6.G.6.1:	Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
SS.6.G.6.2:	Compare maps of the world in ancient times with current political maps.
SS.6.W.1.1:	Use timelines to identify chronological order of historical events.
SS.6.W.1.3:	Interpret primary and secondary sources.
SS.6.W.1.4:	Describe the methods of historical inquiry and how history relates to the other social sciences.

- SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.
- SS.6.W.2.3: Identify the characteristics of civilization.
- SS.6.W.2.4: Compare the economic, political, social, and religious institutions of ancient river civilizations.
- SS.6.W.2.5: Summarize important achievements of Egyptian civilization.
- SS.6.W.2.7: Summarize the important achievements of Mesopotamian civilization.
- SS.6.W.2.10: Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.
- SS.6.W.3.1: Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
- SS.6.W.3.2: Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
- SS.6.W.3.5: Summarize the important achievements and contributions of ancient Greek civilization.
- SS.6.W.3.6: Determine the impact of key figures from ancient Greece.
- SS.6.W.3.7: Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.
- SS.6.W.3.10: Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
- SS.6.W.3.13: Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.
- SS.6.W.3.14: Describe the key achievements and contributions of Roman civilization.
- SS.6.W.3.17: Explain the spread and influence of the Latin language on Western Civilization.
- SS.6.W.3.18: Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.
- SS.6.W.4.1: Discuss the significance of Aryan and other tribal migrations on Indian civilization.
- SS.6.W.4.2: Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.
- SS.6.W.4.3: Recognize the political and cultural achievements of the Mauryan and Gupta empires.
- SS.6.W.4.4: Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.
- SS.6.W.4.5: Summarize the important achievements and contributions of ancient Indian civilization.
- SS.6.W.4.6: Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.
- SS.6.W.4.7: Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.
- SS.6.W.4.8: Describe the contributions of classical and post classical China.
- SS.6.W.4.10: Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.
- SS.6.W.4.11: Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.
- SS.6.W.4.12: Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.

## GENERAL INFORMATION

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<b>Course Number:</b>	2105020
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Multicultural Studies»
<b>Course Title:</b>	M/J World Cultures
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	M/J WORLD CLTRS
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Course Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>M/J World Cultures</b> - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the study of the significant contributions of world cultural groups. Students will use social studies concepts, tools, and skills to draw conclusions regarding the varied characteristics of cultural groups. Content should include, but is not limited to the characteristics of a cultural group, the development of cultural societies, and the complexity of global issues. Students will study methods of historical inquiry and primary and secondary historical documents.

## RELATED BENCHMARKS:

Scheme	Descriptor
<b>LACC.68.RH.1</b>	<b>Key Ideas and Details</b>
LACC.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LACC.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.1.3:	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>LACC.68.RH.2</b>	<b>Craft and Structure</b>
LACC.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LACC.68.RH.2.6:	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>LACC.68.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
<b>LACC.68.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LACC.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LACC.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LACC.68.WHST.1.1d:	Establish and maintain a formal style.
LACC.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting

(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- LACC.68.WHST.1.2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- LACC.68.WHST.1.2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- LACC.68.WHST.1.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- LACC.68.WHST.1.2e: Establish and maintain a formal style and objective tone.
- LACC.68.WHST.1.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.
- LACC.68.WHST.2**  
**Production and Distribution of Writing**
- LACC.68.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LACC.68.WHST.2.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- LACC.68.WHST.2.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- LACC.68.WHST.3**  
**Research to Build and Present Knowledge**
- LACC.68.WHST.3.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- LACC.68.WHST.3.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- LACC.68.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.
- LACC.68.WHST.4**  
**Range of Writing**
- LACC.68.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- MACC.K12.MP**  
**Mathematical Practices**
- MACC.K12.MP.1: Make sense of problems and persevere in solving them.
- MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5: Use appropriate tools strategically.
- MACC.K12.MP.6: Attend to precision.
- SS.6.E.2.1: Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
- SS.6.E.3.1: Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
- SS.6.E.3.2: Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
- SS.6.E.3.4: Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
- SS.6.G.1.1: Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
- SS.6.G.1.2: Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
- SS.6.G.1.4: Utilize tools geographers use to study the world.
- SS.6.G.1.5: Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.

- SS.6.G.1.6: Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
- SS.6.G.1.7: Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
- SS.6.G.2.1: Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
- SS.6.G.2.2: Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
- SS.6.G.2.4: Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
- SS.6.G.2.5: Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
- SS.6.G.2.6: Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
- SS.6.G.2.7: Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
- SS.6.G.3.1: Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
- SS.6.G.3.2: Analyze the impact of human populations on the ancient world's ecosystems.
- SS.6.G.4.1: Explain how family and ethnic relationships influenced ancient cultures.
- SS.6.G.4.2: Use maps to trace significant migrations, and analyze their results.
- SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
- SS.6.G.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.
- SS.6.G.6.1: Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
- SS.6.G.6.2: Compare maps of the world in ancient times with current political maps.
- SS.6.W.1.1: Use timelines to identify chronological order of historical events.
- SS.6.W.1.3: Interpret primary and secondary sources.
- SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.
- SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.
- SS.6.W.2.3: Identify the characteristics of civilization.
- SS.6.W.2.4: Compare the economic, political, social, and religious institutions of ancient river civilizations.
- SS.6.W.2.5: Summarize important achievements of Egyptian civilization.
- SS.6.W.2.7: Summarize the important achievements of Mesopotamian civilization.
- SS.6.W.2.10: Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.
- SS.6.W.3.1: Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
- SS.6.W.3.2: Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
- SS.6.W.3.5: Summarize the important achievements and contributions of ancient Greek civilization.
- SS.6.W.3.6: Determine the impact of key figures from ancient Greece.
- SS.6.W.3.7: Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.

- SS.6.W.3.10: Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
- SS.6.W.3.13: Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.
- SS.6.W.3.14: Describe the key achievements and contributions of Roman civilization.
- SS.6.W.3.17: Explain the spread and influence of the Latin language on Western Civilization.
- SS.6.W.3.18: Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.
- SS.6.W.4.1: Discuss the significance of Aryan and other tribal migrations on Indian civilization.
- SS.6.W.4.2: Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.
- SS.6.W.4.3: Recognize the political and cultural achievements of the Mauryan and Gupta empires.
- SS.6.W.4.4: Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.
- SS.6.W.4.5: Summarize the important achievements and contributions of ancient Indian civilization.
- SS.6.W.4.6: Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.
- SS.6.W.4.7: Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.
- SS.6.W.4.8: Describe the contributions of classical and post classical China.
- SS.6.W.4.10: Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.
- SS.6.W.4.11: Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.
- SS.6.W.4.12: Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.

## GENERAL INFORMATION

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<b>Course Number:</b>	2104035
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Interdisciplinary and Applied Social Studies »
<b>Course Title:</b>	M/J United States Economics and Geography Advanced
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	M/J US ECON&GEOG ADV
<b>Course Length:</b>	Semester
<b>Course Level:</b>	3
<b>Course Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>M/J United States Economics and Geography</b> - The social studies curriculum for this course consists of the following content area strands: American History, Geography, Economics, Civics and Government. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about economic activity and patterns in the United States. Content should include, but not be limited to, interpreting economic activity in terms of location, population, demographics, historical change, and land use. Students will study methods of historical inquiry and primary and secondary historical documents.

**Honors/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

## RELATED BENCHMARKS:

Scheme	Descriptor
<b>LACC.68.RH.1</b>	<b>Key Ideas and Details</b>
LACC.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LACC.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.1.3:	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>LACC.68.RH.2</b>	<b>Craft and Structure</b>
LACC.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LACC.68.RH.2.6:	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>LACC.68.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
<b>LACC.68.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.68.WHST.1.1:	Write arguments focused on discipline-specific content.



LACC.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LACC.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LACC.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LACC.68.WHST.1.1d:	Establish and maintain a formal style.
LACC.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LACC.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LACC.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LACC.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LACC.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LACC.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LACC.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>LACC.68.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.68.WHST.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.68.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.68.WHST.4:</b>	<b>Range of Writing</b>
LACC.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.7.E.1.1:	Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
SS.7.E.1.2:	Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.

- SS.7.E.1.3: Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.
- SS.7.E.1.4: Discuss the function of financial institutions in the development of a market economy.
- SS.7.E.1.5: Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
- SS.7.E.1.6: Compare the national budget process to the personal budget process.
- SS.7.E.2.1: Explain how federal, state, and local taxes support the economy as a function of the United States government.
- SS.7.E.2.2: Describe the banking system in the United States and its impact on the money supply.
- SS.7.E.2.3: Identify and describe United States laws and regulations adopted to promote economic competition.
- SS.7.E.2.4: Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.
- SS.7.E.2.5: Explain how economic institutions impact the national economy.
- SS.7.E.3.1: Explain how international trade requires a system for exchanging currency between and among nations.
- SS.7.E.3.2: Assess how the changing value of currency affects trade of goods and services between nations.
- SS.7.E.3.3: Compare and contrast a single resource economy with a diversified economy.
- SS.7.E.3.4: Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.
- SS.7.G.1.1: Locate the fifty states and their capital cities in addition to the nation's capital on a map.
- SS.7.G.1.2: Locate on a world map the territories and protectorates of the United States of America.
- SS.7.G.1.3: Interpret maps to identify geopolitical divisions and boundaries of places in North America.
- SS.7.G.2.1: Locate major cultural landmarks that are emblematic of the United States.
- SS.7.G.2.2: Locate major physical landmarks that are emblematic of the United States.
- SS.7.G.2.3: Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
- SS.7.G.2.4: Describe current major cultural regions of North America.
- SS.7.G.3.1: Use maps to describe the location, abundance, and variety of natural resources in North America.
- SS.7.G.4.1: Use geographic terms and tools to explain cultural diffusion throughout North America.
- SS.7.G.4.2: Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
- SS.7.G.5.1: Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.
- SS.7.G.6.1: Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

## **GENERAL INFORMATION**

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<b>Course Number:</b>	2104030
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Interdisciplinary and Applied Social Studies »
<b>Course Title:</b>	M/J United States Economics and Geography
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	M/J US ECON & GEOG
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Course Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>M/J United States Economics and Geography</b> - The social studies curriculum for this course consists of the following content area strands: American History, Geography, Economics, Civics and Government. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about economic activity and patterns in the United States. Content should include, but not be limited to, interpreting economic activity in terms of location, population, demographics, historical change, and land use. Students will study methods of historical inquiry and primary and secondary historical documents.

## **RELATED BENCHMARKS:**

Scheme	Descriptor
<b>LACC.68.RH.1</b>	<b>Key Ideas and Details</b>
LACC.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LACC.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.1.3:	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>LACC.68.RH.2</b>	<b>Craft and Structure</b>
LACC.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LACC.68.RH.2.6:	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>LACC.68.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
<b>LACC.68.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LACC.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LACC.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LACC.68.WHST.1.1d:	Establish and maintain a formal style.
LACC.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting

(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- LACC.68.WHST.1.2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- LACC.68.WHST.1.2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- LACC.68.WHST.1.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- LACC.68.WHST.1.2e: Establish and maintain a formal style and objective tone.
- LACC.68.WHST.1.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.
- LACC.68.WHST.2**  
**Production and Distribution of Writing**
- LACC.68.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LACC.68.WHST.2.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- LACC.68.WHST.2.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- LACC.68.WHST.3**  
**Research to Build and Present Knowledge**
- LACC.68.WHST.3.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- LACC.68.WHST.3.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- LACC.68.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.
- LACC.68.WHST.4:**  
**Range of Writing**
- LACC.68.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- MACC.K12.MP**  
**Mathematical Practices**
- MACC.K12.MP.1: Make sense of problems and persevere in solving them.
- MACC.K12.MP.3: Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5: Use appropriate tools strategically.
- MACC.K12.MP.6: Attend to precision.
- SS.7.E.1.1: Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.
- SS.7.E.1.2: Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.
- SS.7.E.1.3: Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.
- SS.7.E.1.4: Discuss the function of financial institutions in the development of a market economy.
- SS.7.E.1.5: Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.
- SS.7.E.1.6: Compare the national budget process to the personal budget process.
- SS.7.E.2.1: Explain how federal, state, and local taxes support the economy as a function of the United States government.
- SS.7.E.2.2: Describe the banking system in the United States and its impact on the money supply.
- SS.7.E.2.3: Identify and describe United States laws and regulations adopted to promote economic competition.
- SS.7.E.2.4: Identify entrepreneurs from various gender, social, and ethnic backgrounds who started a business seeking to make a profit.

- SS.7.E.2.5: Explain how economic institutions impact the national economy.
- SS.7.E.3.1: Explain how international trade requires a system for exchanging currency between and among nations.
- SS.7.E.3.2: Assess how the changing value of currency affects trade of goods and services between nations.
- SS.7.E.3.3: Compare and contrast a single resource economy with a diversified economy.
- SS.7.E.3.4: Compare and contrast the standard of living in various countries today to that of the United States using gross domestic product (GDP) per capita as an indicator.
- SS.7.G.1.1: Locate the fifty states and their capital cities in addition to the nation's capital on a map.
- SS.7.G.1.2: Locate on a world map the territories and protectorates of the United States of America.
- SS.7.G.1.3: Interpret maps to identify geopolitical divisions and boundaries of places in North America.
- SS.7.G.2.1: Locate major cultural landmarks that are emblematic of the United States.
- SS.7.G.2.2: Locate major physical landmarks that are emblematic of the United States.
- SS.7.G.2.3: Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
- SS.7.G.2.4: Describe current major cultural regions of North America.
- SS.7.G.3.1: Use maps to describe the location, abundance, and variety of natural resources in North America.
- SS.7.G.4.1: Use geographic terms and tools to explain cultural diffusion throughout North America.
- SS.7.G.4.2: Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
- SS.7.G.5.1: Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.
- SS.7.G.6.1: Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.
- SS.7.C.2.2: Evaluate the obligations citizens have to obey laws, pay taxes, defend the nation, and serve on juries.
- SS.7.C.3.14: Differentiate between local, state, and federal governments' obligations and services.

## **GENERAL INFORMATION**

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<b>Course Number:</b>	2104020
<b>Course Path:</b>	Section:Grades PreK to 12 Education Courses» Grade Group:Grades 6 to 8 Education Courses » Subject:Social Studies » SubSubject: Interdisciplinary and Applied Social Studies»
<b>Course Title:</b>	M/J Engaged Citizenship through Service Learning 2
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	M/J ENG CIT SERVLRN2
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Course Status:</b>	SBE Approval Pending
<b>General Notes:</b>	This course provides an introduction and applications to service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 25 hours' duration.

The content should include, but not be limited to, the following:

1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.
2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.
3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.
4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service.

All of the above activities may be counted toward the service-learning 25-hour requirement. Activities can range widely and occur within or beyond the school and regular school hours. For more information about service-learning, see the Florida Department of Education Web site at [www.fldoe.org/family/learnservice.asp](http://www.fldoe.org/family/learnservice.asp).

Language Arts benchmarks are addressed as students read, write, create documents, and make public presentations about needs and activities to address them. Social Studies benchmarks include analyzing community issues, coming up with solutions, and conducting service projects. Math benchmarks are met as students chart and graph data as part of issue investigation, project design, demonstration, and/or reflection. Health and Physical Education are addressed as projects include discussion and learning related to safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students' interaction with others.

After successfully completing this course, the student will:

1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.
2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.
3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.

4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.
5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students' knowledge, skills and/or abilities).
6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).
7. Provide documentation of activities and the minimum 25 hours of participation in one or more approved service-learning project.

For this second-level middle school course, the expectation is that students will not only conduct more service-learning hours than students in the first level but will also demonstrate responsibility and leadership in project investigation, design, and implementation.

### **RELATED BENCHMARKS:**

Benchmark #	Description
<b>LACC.68.RH.1</b>	<b>Key Ideas and Details</b>
LACC.68.RH.1.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LACC.68.RH.1.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.1.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>LACC.68.RH.2</b>	<b>Craft and Structure</b>
LACC.68.RH.2.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LACC.68.RH.2.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>LACC.68.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.68.RH.3.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9	Analyze the relationship between a primary and secondary source on the same topic.
<b>LACC.68.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LACC.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LACC.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LACC.68.WHST.1.1d:	Establish and maintain a formal style.
LACC.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LACC.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

LACC.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LACC.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LACC.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LACC.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LACC.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>LACC.68.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
<b>LACC.68.WHST.4:</b>	<b>Range of Writing</b>
LACC.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.6.W.1.3:	Interpret primary and secondary sources.
SS.7.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.7.C.2.14:	Conduct a service project to further the public good.
PE.6.M.1.12:	Use proper safety practices.
PE.6.R.1.1:	Recognize that peer pressure can be positive and negative.
PE.6.R.1.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical activity settings.
PE.7.M.1.7	Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities.
HE.6.B.2.3:	Demonstrate effective conflict management and/or resolution strategies.
HE.6.B.3.3:	Discriminate between the need for individual or collaborative decision-making.
HE.6.C.1.7:	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
HE.7.B.2.2:	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.



## **GENERAL INFORMATION**

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<b>Course Number:</b>	2104010
<b>Course Path:</b>	Section:Grades PreK to 12 Education Courses» Grade Group:Grades 6 to 8 Education Courses » Subject:Social Studies » SubSubject: Interdisciplinary and Applied Social Studies»
<b>Course Title:</b>	M/J Engaged Citizenship through Service Learning 1
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	M/J ENG CIT SERVLRN1
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Course Status:</b>	SBE Approval Pending
<b>General Notes:</b>	This course provides an introduction to service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 20 hours' duration.

The content should include, but not be limited to, the following:

1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.
2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.
3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.
4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service.

All of the above activities may be counted toward the service-learning 20-hour requirement. Activities can range widely and occur within or beyond the school and regular school hours. For more information about service-learning, see the Florida Department of Education Web site at [www.fldoe.org/family/learnservice.asp](http://www.fldoe.org/family/learnservice.asp).

Language Arts benchmarks are addressed as students read, write, create documents, and make public presentations about needs and activities to address them. Social Studies benchmarks include analyzing community issues, coming up with solutions, and conducting service projects. Math benchmarks are met as students chart and graph data as part of issue investigation, project design, demonstration, and/or reflection. Health and Physical Education are addressed as projects include discussion and learning related to safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students' interaction with others.

After successfully completing this course, the student will:

1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.
2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.
3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.

4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.
5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students' knowledge, skills and/or abilities).
6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).
7. Provide documentation of activities and the minimum 20 hours of participation in an approved service-learning project.

**RELATED BENCHMARKS:**

Benchmark #	Description
<b>LACC.68.RH.1</b>	<b>Key Ideas and Details</b>
LACC.68.RH.1.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LACC.68.RH.1.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.1.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>LACC.68.RH.2</b>	<b>Craft and Structure</b>
LACC.68.RH.2.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LACC.68.RH.2.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>LACC.68.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.68.RH.3.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9	Analyze the relationship between a primary and secondary source on the same topic.
<b>LACC.68.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LACC.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LACC.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LACC.68.WHST.1.1d:	Establish and maintain a formal style.
LACC.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LACC.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LACC.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LACC.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LACC.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.

LACC.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LACC.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>LACC.68.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
<b>LACC.68.WHST.4:</b>	<b>Range of Writing</b>
LACC.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
PE.6.M.1.12:	Use proper safety practices.
PE.6.R.1.1:	Recognize that peer pressure can be positive and negative.
PE.6.R.1.2:	Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical activity settings.
HE.6.B.2.3:	Demonstrate effective conflict management and/or resolution strategies.
HE.6.B.3.3:	Discriminate between the need for individual or collaborative decision-making.
HE.6.C.1.7:	Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.

## **GENERAL INFORMATION**

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<b>Course Number:</b>	2104000
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Interdisciplinary and Applied Social Studies»
<b>Course Title:</b>	M/J Social Studies
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	M/J SS
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Course Status:</b>	SBE Approval Pending
<b>General Notes:</b>	The social studies curriculum for this course consists of the following content area strands: World History, Geography, Economics, Civics and Government. The primary content for this course pertains to the concepts and methodologies used in the social studies disciplines, and their applications in contemporary and historical contexts. Content should include, but not be limited to, the basic concepts and methodology of the social studies disciplines, interdisciplinary concepts of change, conflict, interdependence, choice, and impact of the environment, development of reasoning and information-processing skills, applications of the social studies to contemporary issues and concerns, applications of the social studies to the study of Florida. Students will be exposed to the multiple disciplines of social studies including history, geography, political science, economics, sociology, psychology, and anthropology. Students will study methods of historical inquiry and primary and secondary historical documents.

## **RELATED BENCHMARKS:**

Scheme	Descriptor
<b>LACC.68.RH.1</b>	<b>Key Ideas and Details</b>
LACC.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LACC.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.1.3:	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>LACC.68.RH.2</b>	<b>Craft and Structure</b>
LACC.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LACC.68.RH.2.6:	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>LACC.68.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
<b>LACC.68.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LACC.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LACC.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LACC.68.WHST.1.1d:	Establish and maintain a formal style.
LACC.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.

LACC.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LACC.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LACC.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LACC.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LACC.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LACC.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LACC.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>LACC.68.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
<b>LACC.68.WHST.4:</b>	<b>Range of Writing</b>
LACC.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.

- SS.6.E.3.3: Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
- SS.6.E.3.4: Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
- SS.6.G.1.1: Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
- SS.6.G.1.2: Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
- SS.6.G.1.3: Identify natural wonders of the ancient world.
- SS.6.G.1.4: Utilize tools geographers use to study the world.
- SS.6.G.1.5: Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
- SS.6.G.1.6: Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
- SS.6.G.2.1: Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
- SS.6.G.2.2: Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
- SS.6.G.2.5: Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
- SS.6.G.2.6: Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
- SS.6.G.3.2: Analyze the impact of human populations on the ancient world's ecosystems.
- SS.6.G.4.1: Explain how family and ethnic relationships influenced ancient cultures.
- SS.6.G.4.2: Use maps to trace significant migrations, and analyze their results.
- SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
- SS.6.G.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.
- SS.6.G.6.1: Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
- SS.6.G.6.2: Compare maps of the world in ancient times with current political maps.
- SS.6.W.1.1: Use timelines to identify chronological order of historical events.
- SS.6.W.1.3: Interpret primary and secondary sources.
- SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.
- SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.
- SS.6.C.1.1: Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.
- SS.6.C.1.2: Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).
- SS.6.C.2.1: Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.

## **GENERAL INFORMATION**

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<b>Course Number:</b>	2103050
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Geography»
<b>Course Title:</b>	M/J Florida: Challenges and Choices
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	M/J FLORIDA: CHA&CHOI
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Course Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>M/J Florida</b> - The social studies curriculum for this course consists of the following content area strands: American History, Geography, Economics, Civics and Government. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to understand the universal issues which impact the state of Florida. A framework of physical, historical, cultural, political, and economic geography will be used to focus on issues common to the local community, the state, the nation, and internationally. Content should include, but not be limited to the use of renewable and nonrenewable resources, land appopriation, urban growth and the developing rural areas, demographics, migration, allocating public and private resources, economy and industry, public, private and government services, and the growth of international trade. Students will study methods of historical inquiry and primary and secondary historical documents.
<b>Special Note:</b>	This course is one of the courses of a three year sequence in the Connections, Challenges, and Choices program. M/J Geography; Asia, Oceania and Africa (2123030), and M/J Florida: Challenges and Choices (2103050) complete the sequence.

## **RELATED BENCHMARKS:**

Scheme	Descriptor
<b>LACC.68.RH.1</b>	<b>Key Ideas and Details</b>
LACC.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LACC.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.1.3:	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>LACC.68.RH.2</b>	<b>Craft and Structure</b>
LACC.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LACC.68.RH.2.6:	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>LACC.68.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
<b>LACC.68.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LACC.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LACC.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

LACC.68.WHST.1.1d:	Establish and maintain a formal style.
LACC.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LACC.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LACC.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LACC.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LACC.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LACC.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LACC.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>LACC.68.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.68.WHST.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
<b>LACC.68.WHST.4:</b>	<b>Range of Writing</b>
LACC.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.8.A.1.1:	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
SS.8.A.1.2:	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
SS.8.A.1.3:	Analyze current events relevant to American History topics through a variety of electronic and print media resources.
SS.8.A.1.4:	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
SS.8.A.1.5:	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.



- SS.8.A.1.6: Compare interpretations of key events and issues throughout American History.
- SS.8.A.1.7: View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
- SS.8.C.1.1: Identify the constitutional provisions for establishing citizenship.
- SS.8.C.1.5: Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
- SS.8.C.1.6: Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.
- SS.8.E.1.1: Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
- SS.8.E.2.1: Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
- SS.8.E.2.2: Explain the economic impact of government policies.
- SS.8.E.2.3: Assess the role of Africans and other minority groups in the economic development of the United States.
- SS.8.E.3.1: Evaluate domestic and international interdependence.
- SS.8.G.1.1: Use maps to explain physical and cultural attributes of major regions throughout American history.
- SS.8.G.1.2: Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
- SS.8.G.2.1: Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
- SS.8.G.2.2: Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.
- SS.8.G.2.3: Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
- SS.8.G.3.1: Locate and describe in geographic terms the major ecosystems of the United States.
- SS.8.G.3.2: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.
- SS.8.G.4.1: Interpret population growth and other demographic data for any given place in the United States throughout its history.
- SS.8.G.4.2: Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
- SS.8.G.4.3: Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
- SS.8.G.4.4: Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
- SS.8.G.4.5: Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.
- SS.8.G.4.6: Use political maps to describe changes in boundaries and governance throughout American history.
- SS.8.G.5.1: Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
- SS.8.G.5.2: Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.
- SS.8.G.6.1: Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
- SS.8.G.6.2: Illustrate places and events in U.S. history through the use of narratives and graphic representations.

## GENERAL INFORMATION

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<b>Course Number:</b>	2103042
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Geography»
<b>Course Title:</b>	M/J Geography: Europe and The Americas & Career Planning
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	M/J GEOG: EUR/AM C/P
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Course Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>M/J Geography</b> - The social studies curriculum for this course consists of the following content area strands: World History, American History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about historical physical and human patterns in the regions of Europe and the Americas. Content should include, but not be limited to the understanding of the impact of historical cultural and ethnic perspectives, societal roles and customs, law and politics, religion, and physical geography on the development of these regions. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

**Career and Education Planning** - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

### **Understanding the Workplace**

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

### **Self-Awareness**

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout

the career planning process.

9.0 Identify strengths and areas in which assistance is needed at school.

10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

### **Exploring Careers**

11.0 Demonstrate the ability to locate, understand, and use career information.

12.0 Use the Internet to access career and education planning information.

13.0 Identify skills that are transferable from one occupation to another.

14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.

15.0 Explain the relationship between educational achievement and career success.

### **Goal Setting and Decision-Making**

16.0 Identify and demonstrate use of steps to make career decisions.

17.0 Identify and demonstrate processes for making short and long term goals.

### **Workplace Skills**

18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.

19.0 Demonstrate skills to interact positively with others.

20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

### **Career and Education Planning**

21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.

22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.

24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.

25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.

26.0 Describe how extracurricular programs can be incorporated in career and education planning.

27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.

28.0 Describe high school credits and explain how GPAs are calculated.

### **Job Search**

29.0 Demonstrate skills to complete a job application.

30.0 Demonstrate skills essential for a job interview.

**Special Notes:**

This course is one of the courses of a three year sequence in the Connections, Challenges, and Choices program. M/J Geography; Asia, Oceania and Africa (2123030) and M/J Florida: Challenges and Choices (2103050) complete the sequence.

Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at

<http://www.nagb.org/publications/frameworks/gframework2001.pdf>

**Instructional Practices**

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**RELATED BENCHMARKS:**

Scheme	Descriptor
<b>LACC.68.RH.1</b>	<b>Key Ideas and Details</b>
LACC.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LACC.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.1.3:	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>LACC.68.RH.2</b>	<b>Craft and Structure</b>
LACC.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LACC.68.RH.2.6:	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>LACC.68.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
<b>LACC.68.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

LACC.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LACC.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LACC.68.WHST.1.1d:	Establish and maintain a formal style.
LACC.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LACC.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LACC.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LACC.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LACC.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LACC.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LACC.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>LACC.68.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.68.WHST.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
<b>LACC.68.WHST.4:</b>	<b>Range of Writing</b>
LACC.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).

- SS.6.E.2.1: Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
- SS.6.E.3.1: Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
- SS.6.E.3.2: Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
- SS.6.E.3.3: Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
- SS.6.E.3.4: Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
- SS.6.G.1.1: Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
- SS.6.G.1.2: Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
- SS.6.G.1.3: Identify natural wonders of the ancient world.
- SS.6.G.1.4: Utilize tools geographers use to study the world.
- SS.6.G.1.5: Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
- SS.6.G.1.6: Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
- SS.6.G.1.7: Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
- SS.6.G.2.1: Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
- SS.6.G.2.2: Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
- SS.6.G.2.3: Analyze the relationship of physical geography to the development of ancient river valley civilizations.
- SS.6.G.2.4: Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
- SS.6.G.2.5: Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
- SS.6.G.2.6: Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
- SS.6.G.2.7: Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
- SS.6.G.3.1: Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
- SS.6.G.3.2: Analyze the impact of human populations on the ancient world's ecosystems.
- SS.6.G.4.1: Explain how family and ethnic relationships influenced ancient cultures.
- SS.6.G.4.2: Use maps to trace significant migrations, and analyze their results. .
- SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
- SS.6.G.4.4: Map and analyze the impact of the spread of various belief systems in the ancient world.
- SS.6.G.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.
- SS.6.G.5.2: Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
- SS.6.G.5.3: Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

- SS.6.G.6.1: Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
- SS.6.G.6.2: Compare maps of the world in ancient times with current political maps.
- SS.6.W.1.1: Use timelines to identify chronological order of historical events.
- SS.6.W.1.3: Interpret primary and secondary sources.
- SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.
- SS.6.W.1.5: Describe the roles of historians and recognize varying historical interpretations (historiography).
- SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.
- SS.6.W.2.1: Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.
- SS.6.W.2.2: Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
- SS.6.W.2.3: Identify the characteristics of civilization.
- SS.6.W.2.4: Compare the economic, political, social, and religious institutions of ancient river civilizations.
- SS.6.W.3.1: Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
- SS.6.W.3.5: Summarize the important achievements and contributions of ancient Greek civilization.
- SS.6.W.3.7: Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.
- SS.6.W.3.13: Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.
- SS.6.W.3.14: Describe the key achievements and contributions of Roman civilization.
- SS.6.W.3.17: Explain the spread and influence of the Latin language on Western Civilization.
- SS.6.W.4.10: Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.
- SS.7.G.1.1: Locate the fifty states and their capital cities in addition to the nation's capital on a map.
- SS.7.G.1.2: Locate on a world map the territories and protectorates of the United States of America.
- SS.7.G.1.3: Interpret maps to identify geopolitical divisions and boundaries of places in North America.
- SS.7.G.2.1: Locate major cultural landmarks that are emblematic of the United States.
- SS.7.G.2.2: Locate major physical landmarks that are emblematic of the United States.
- SS.7.G.2.3: Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
- SS.7.G.2.4: Describe current major cultural regions of North America.
- SS.7.G.3.1: Use maps to describe the location, abundance, and variety of natural resources in North America.
- SS.7.G.4.1: Use geographic terms and tools to explain cultural diffusion throughout North America.
- SS.7.G.4.2: Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
- SS.7.G.5.1: Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.
- SS.7.G.6.1: Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

## GENERAL INFORMATION

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<b>Course Number:</b>	2103040
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Geography»
<b>Course Title:</b>	M/J Geography: Europe and The Americas
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	M/J GEOG: EUR & AM
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Course Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>M/J Geography</b> - The social studies curriculum for this course consists of the following content area strands: World History, American History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about historical physical and human patterns in the regions of Europe and the Americas. Content should include, but not be limited to the understanding of the impact of historical cultural and ethnic perspectives, societal roles and customs, law and politics, religion, and physical geography on the development of these regions. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

**Special Notes:** This course is one of the courses of a three year sequence in the Connections, Challenges, and Choices program. M/J Geography; Asia, Oceania and Africa (2123030) and M/J Florida: Challenges and Choices (2103050) complete the sequence.

Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at

<http://www.nagb.org/publications/frameworks/gframework2001.pdf>

### Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### RELATED BENCHMARKS:

Scheme	Descriptor
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<b>LACC.68.RH.1</b>	<b>Key Ideas and Details</b>
LACC.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LACC.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.1.3:	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>LACC.68.RH.2</b>	<b>Craft and Structure</b>
LACC.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LACC.68.RH.2.6:	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>LACC.68.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
<b>LACC.68.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LACC.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LACC.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LACC.68.WHST.1.1d:	Establish and maintain a formal style.
LACC.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LACC.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LACC.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LACC.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LACC.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LACC.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LACC.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>LACC.68.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

LACC.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
<b>LACC.68.WHST.4:</b>	<b>Range of Writing</b>
LACC.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world.
SS.6.G.1.4:	Utilize tools geographers use to study the world.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
SS.6.G.2.3:	Analyze the relationship of physical geography to the development of ancient river valley civilizations.
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.

- SS.6.G.2.5: Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
- SS.6.G.2.6: Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
- SS.6.G.2.7: Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
- SS.6.G.3.1: Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
- SS.6.G.3.2: Analyze the impact of human populations on the ancient world's ecosystems.
- SS.6.G.4.1: Explain how family and ethnic relationships influenced ancient cultures.
- SS.6.G.4.2: Use maps to trace significant migrations, and analyze their results. .
- SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
- SS.6.G.4.4: Map and analyze the impact of the spread of various belief systems in the ancient world.
- SS.6.G.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.
- SS.6.G.5.2: Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
- SS.6.G.5.3: Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
- SS.6.G.6.1: Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
- SS.6.G.6.2: Compare maps of the world in ancient times with current political maps.
- SS.6.W.1.1: Use timelines to identify chronological order of historical events.
- SS.6.W.1.3: Interpret primary and secondary sources.
- SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.
- SS.6.W.1.5: Describe the roles of historians and recognize varying historical interpretations (historiography).
- SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.
- SS.6.W.2.1: Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.
- SS.6.W.2.2: Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
- SS.6.W.2.3: Identify the characteristics of civilization.
- SS.6.W.2.4: Compare the economic, political, social, and religious institutions of ancient river civilizations.
- SS.6.W.3.1: Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
- SS.6.W.3.5: Summarize the important achievements and contributions of ancient Greek civilization.
- SS.6.W.3.7: Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.
- SS.6.W.3.13: Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.
- SS.6.W.3.14: Describe the key achievements and contributions of Roman civilization.
- SS.6.W.3.17: Explain the spread and influence of the Latin language on Western Civilization.
- SS.6.W.4.10: Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.
- SS.7.G.1.1: Locate the fifty states and their capital cities in addition to the nation's capital on a map.
- SS.7.G.1.2: Locate on a world map the territories and protectorates of the United States of America.
- SS.7.G.1.3: Interpret maps to identify geopolitical divisions and boundaries of places in North America.

- SS.7.G.2.1 Locate major cultural landmarks that are emblematic of the United States.
- SS.7.G.2.2 Locate major physical landmarks that are emblematic of the United States.
- SS.7.G.2.3 Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
- SS.7.G.2.4 Describe current major cultural regions of North America.
- SS.7.G.3.1 Use maps to describe the location, abundance, and variety of natural resources in North America.
- SS.7.G.4.1 Use geographic terms and tools to explain cultural diffusion throughout North America.
- SS.7.G.4.2 Use maps and other geographic tools to examine the importance of demographics within political divisions of the United States.
- SS.7.G.5.1 Use a choropleth or other map to geographically represent current information about issues of conservation or ecology in the local community.
- SS.7.G.6.1 Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.

## GENERAL INFORMATION

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<b>Course Number:</b>	2103030
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Geography»
<b>Course Title:</b>	M/J Geography: Asia, Oceania, Africa
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	M/J GEOG: AS, OC, AF
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Course Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>M/J Geography</b> - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about historical physical and human patterns in the regions of Asia, Oceania, and Africa. Content should include, but not be limited to the understanding of the impact of historical cultural and ethnic perspectives, societal roles and customs, law and politics, religion, and physical geography on the development of these regions. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.
<b>Special Notes:</b>	This course is one of the courses of a three year sequence in the Connections, Challenges, and Choices program. M/J Geography: Europe and the Americas (2103040) and M/J Florida: Challenges and Choices (2103050) complete the sequence.

Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at

<http://www.nagb.org/publications/frameworks/gframework2001.pdf>

### Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

## **RELATED BENCHMARKS:**

Scheme

Descriptor

### **LACC.68.RH.1**

#### **Key Ideas and Details**

LACC.68.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources.

LACC.68.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LACC.68.RH.1.3:

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

### **LACC.68.RH.2**

#### **Craft and Structure**

LACC.68.RH.2.4:

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

LACC.68.RH.2.6:

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

### **LACC.68.RH.3**

#### **Integration of Knowledge and Ideas**

LACC.68.RH.3.7:

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

LACC.68.RH.3.8:

Distinguish among fact, opinion, and reasoned judgment in a text.

LACC.68.RH.3.9:

Analyze the relationship between a primary and secondary source on the same topic.

### **LACC.68.WHST.1**

#### **Text Types and Purposes**

LACC.68.WHST.1.1:

Write arguments focused on discipline-specific content.

LACC.68.WHST.1.1a :

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

LACC.68.WHST.1.1b:

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

LACC.68.WHST.1.1c:

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

LACC.68.WHST.1.1d:

Establish and maintain a formal style.

LACC.68.WHST.1.1e:

Provide a concluding statement or section that follows from and supports the argument presented.

LACC.68.WHST.1.2:

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LACC.68.WHST.1.2a:

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

LACC.68.WHST.1.2b:

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

LACC.68.WHST.1.2c:

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

LACC.68.WHST.1.2d:

Use precise language and domain-specific vocabulary to inform about or explain the topic.

LACC.68.WHST.1.2e:

Establish and maintain a formal style and objective tone.

LACC.68.WHST.1.2f:

Provide a concluding statement or section that follows from and supports the information or explanation presented.

### **LACC.68.WHST.2**

#### **Production and Distribution of Writing**

LACC.68.WHST.2.4:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.68.WHST.2.5:

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

LACC.68.WHST.2.6:

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

### **LACC.68.WHST.3**

#### **Research to Build and Present Knowledge**

LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
<b>LACC.68.WHST.4:</b>	<b>Range of Writing</b>
LACC.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world.
SS.6.G.1.4:	Utilize tools geographers use to study the world.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
SS.6.G.2.3:	Analyze the relationship of physical geography to the development of ancient river valley civilizations.

- SS.6.G.2.4: Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
- SS.6.G.2.5: Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
- SS.6.G.2.6: Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
- SS.6.G.2.7: Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
- SS.6.G.3.1: Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
- SS.6.G.3.2: Analyze the impact of human populations on the ancient world's ecosystems.
- SS.6.G.4.1: Explain how family and ethnic relationships influenced ancient cultures.
- SS.6.G.4.2: Use maps to trace significant migrations, and analyze their results. .
- SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
- SS.6.G.4.4: Map and analyze the impact of the spread of various belief systems in the ancient world.
- SS.6.G.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.
- SS.6.G.5.2: Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
- SS.6.G.5.3: Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
- SS.6.G.6.1: Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
- SS.6.G.6.2: Compare maps of the world in ancient times with current political maps.
- SS.6.W.1.1: Use timelines to identify chronological order of historical events.
- SS.6.W.1.3: Interpret primary and secondary sources.
- SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.
- SS.6.W.1.5: Describe the roles of historians and recognize varying historical interpretations (historiography).
- SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.
- SS.6.W.2.1: Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.
- SS.6.W.2.2: Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.
- SS.6.W.2.3: Identify the characteristics of civilization.
- SS.6.W.2.4: Compare the economic, political, social, and religious institutions of ancient river civilizations.
- SS.6.W.3.1: Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
- SS.6.W.3.18: Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.
- SS.6.W.4.1: Discuss the significance of Aryan and other tribal migrations on Indian civilization.
- SS.6.W.4.2: Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.
- SS.6.W.4.3: Recognize the political and cultural achievements of the Mauryan and Gupta empires.
- SS.6.W.4.4: Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.
- SS.6.W.4.10: Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.



- SS.6.W.4.11: Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.
- SS.6.W.4.12: Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.

## GENERAL INFORMATION

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<b>Course Number:</b>	2103026
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Geography»
<b>Course Title:</b>	M/J World Geography, Advanced and Career Planning
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	M/J WORLD GEOG ADV&CA
<b>Course Length:</b>	Year
<b>Course Level:</b>	3
<b>Course Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>M/J World Geography</b> - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

**Honors/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

**Career and Education Planning** - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

### **Understanding the Workplace**

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

### **Self- Awareness**

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

### **Exploring Careers**

- 11.0 Demonstrate the ability to locate, understand, and use career information.
- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 15.0 Explain the relationship between educational achievement and career success.

### **Goal Setting and Decision-Making**

- 16.0 Identify and demonstrate use of steps to make career decisions.
- 17.0 Identify and demonstrate processes for making short and long term goals.

### **Workplace Skills**

- 18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 19.0 Demonstrate skills to interact positively with others.
- 20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

### **Career and Education Planning**

- 21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.
- 22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 26.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 28.0 Describe high school credits and explain how GPAs are calculated.

### **Job Search**

- 29.0 Demonstrate skills to complete a job application.
- 30.0 Demonstrate skills essential for a job interview.

**Special Notes:**

Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at

<http://www.nagb.org/publications/frameworks/gframework2001.pdf>

**Instructional Practices**

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**RELATED BENCHMARKS:**

Scheme

Descriptor

**LACC.68.RH.1****Key Ideas and Details**

LACC.68.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources.

LACC.68.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LACC.68.RH.1.3:

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

**LACC.68.RH.2****Craft and Structure**

LACC.68.RH.2.4:

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

LACC.68.RH.2.6:

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**LACC.68.RH.3****Integration of Knowledge and Ideas**

LACC.68.RH.3.7:

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

LACC.68.RH.3.8:

Distinguish among fact, opinion, and reasoned judgment in a text.

LACC.68.RH.3.9:

Analyze the relationship between a primary and secondary source on the same topic.

**LACC.68.WHST.1****Text Types and Purposes**

LACC.68.WHST.1.1:

Write arguments focused on discipline-specific content.

LACC.68.WHST.1.1a :

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

LACC.68.WHST.1.1b:

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

LACC.68.WHST.1.1c:

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

LACC.68.WHST.1.1d:	Establish and maintain a formal style.
LACC.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LACC.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LACC.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LACC.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LACC.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LACC.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LACC.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>LACC.68.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.68.WHST.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.68.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.68.WHST.4:</b>	<b>Range of Writing</b>
LACC.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.

- SS.6.E.3.2: Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
- SS.6.E.3.3: Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
- SS.6.E.3.4: Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
- SS.6.G.1.1: Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
- SS.6.G.1.2: Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
- SS.6.G.1.3: Identify natural wonders of the ancient world.
- SS.6.G.1.4: Utilize tools geographers use to study the world.
- SS.6.G.1.5: Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
- SS.6.G.1.6: Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
- SS.6.G.1.7: Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
- SS.6.G.2.1: Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
- SS.6.G.2.2: Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
- SS.6.G.2.3: Analyze the relationship of physical geography to the development of ancient river valley civilizations.
- SS.6.G.2.4: Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
- SS.6.G.2.5: Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
- SS.6.G.2.6: Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
- SS.6.G.2.7: Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
- SS.6.G.3.1: Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
- SS.6.G.3.2: Analyze the impact of human populations on the ancient world's ecosystems.
- SS.6.G.4.1: Explain how family and ethnic relationships influenced ancient cultures.
- SS.6.G.4.2: Use maps to trace significant migrations, and analyze their results. .
- SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
- SS.6.G.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.
- SS.6.G.5.2: Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
- SS.6.G.5.3: Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
- SS.6.G.6.1: Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
- SS.6.G.6.2: Compare maps of the world in ancient times with current political maps.
- SS.6.W.1.1: Use timelines to identify chronological order of historical events.
- SS.6.W.1.3: Interpret primary and secondary sources.

- SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.
- SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.

## GENERAL INFORMATION

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<b>Course Number:</b>	2103025
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Geography»
<b>Course Title:</b>	M/J World Geography, Advanced
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	M/J WORLD GEOG ADV
<b>Course Length:</b>	Semester
<b>Course Level:</b>	3
<b>Course Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>M/J World Geography</b> - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

**Honors/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

**Special Notes:** Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at

<http://www.nagb.org/publications/frameworks/gframework2001.pdf>

### Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.



4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**RELATED BENCHMARKS:**

Scheme	Descriptor
<b>LACC.68.RH.1</b>	<b>Key Ideas and Details</b>
LACC.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LACC.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.1.3:	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>LACC.68.RH.2</b>	<b>Craft and Structure</b>
LACC.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LACC.68.RH.2.6:	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>LACC.68.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
<b>LACC.68.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LACC.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LACC.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LACC.68.WHST.1.1d:	Establish and maintain a formal style.
LACC.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LACC.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LACC.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LACC.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LACC.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LACC.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LACC.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>LACC.68.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
<b>LACC.68.WHST.4:</b>	<b>Range of Writing</b>
LACC.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world.
SS.6.G.1.4:	Utilize tools geographers use to study the world.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.

- SS.6.G.2.1: Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
- SS.6.G.2.2: Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
- SS.6.G.2.3: Analyze the relationship of physical geography to the development of ancient river valley civilizations.
- SS.6.G.2.4: Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
- SS.6.G.2.5: Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
- SS.6.G.2.6: Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
- SS.6.G.2.7: Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
- SS.6.G.3.1: Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
- SS.6.G.3.2: Analyze the impact of human populations on the ancient world's ecosystems.
- SS.6.G.4.1: Explain how family and ethnic relationships influenced ancient cultures.
- SS.6.G.4.2: Use maps to trace significant migrations, and analyze their results. .
- SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
- SS.6.G.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.
- SS.6.G.5.2: Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
- SS.6.G.5.3: Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
- SS.6.G.6.1: Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
- SS.6.G.6.2: Compare maps of the world in ancient times with current political maps.
- SS.6.W.1.1: Use timelines to identify chronological order of historical events.
- SS.6.W.1.3: Interpret primary and secondary sources.
- SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.
- SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.

## GENERAL INFORMATION

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<b>Course Number:</b>	2103020
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Geography»
<b>Course Title:</b>	M/J World Geography, Advanced
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	M/J WORLD GEOG ADV
<b>Course Length:</b>	Year
<b>Course Level:</b>	3
<b>Course Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>M/J World Geography</b> - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

**Honors/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

**Special Notes:** Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at

<http://www.nagb.org/publications/frameworks/gframework2001.pdf>

### Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.

3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**RELATED BENCHMARKS:**

Scheme	Descriptor
<b>LACC.68.RH.1</b>	<b>Key Ideas and Details</b>
LACC.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LACC.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.1.3:	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>LACC.68.RH.2</b>	<b>Craft and Structure</b>
LACC.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LACC.68.RH.2.6:	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>LACC.68.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
<b>LACC.68.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LACC.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LACC.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LACC.68.WHST.1.1d:	Establish and maintain a formal style.
LACC.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LACC.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LACC.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LACC.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LACC.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LACC.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LACC.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>LACC.68.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
<b>LACC.68.WHST.4:</b>	<b>Range of Writing</b>
LACC.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world.
SS.6.G.1.4:	Utilize tools geographers use to study the world.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.

- SS.6.G.2.1: Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
- SS.6.G.2.2: Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
- SS.6.G.2.3: Analyze the relationship of physical geography to the development of ancient river valley civilizations.
- SS.6.G.2.4: Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
- SS.6.G.2.5: Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
- SS.6.G.2.6: Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
- SS.6.G.2.7: Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
- SS.6.G.3.1: Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
- SS.6.G.3.2: Analyze the impact of human populations on the ancient world's ecosystems.
- SS.6.G.4.1: Explain how family and ethnic relationships influenced ancient cultures.
- SS.6.G.4.2: Use maps to trace significant migrations, and analyze their results. .
- SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
- SS.6.G.4.4: Map and analyze the impact of the spread of various belief systems in the ancient world.
- SS.6.G.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.
- SS.6.G.5.2: Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
- SS.6.G.5.3: Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
- SS.6.G.6.1: Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
- SS.6.G.6.2: Compare maps of the world in ancient times with current political maps.
- SS.6.W.1.1: Use timelines to identify chronological order of historical events.
- SS.6.W.1.3: Interpret primary and secondary sources.
- SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.
- SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.

## GENERAL INFORMATION

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<b>Course Number:</b>	2103018
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Geography»
<b>Course Title:</b>	International Baccalaureate Mid Yrs Prog M/J Wrld Geog & Career Planning
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	IB MYP M/J WRLDGEOCP
<b>Course Length:</b>	Year
<b>Course Level:</b>	3
<b>Course Status:</b>	State Board Approved
<b>International Baccalaureate (IB):</b>	Yes
<b>General Notes:</b>	<b>Career and Education Planning</b> - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

### **Understanding the Workplace**

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

### **Self- Awareness**

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

### **Exploring Careers**

- 11.0 Demonstrate the ability to locate, understand, and use career information.
- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 15.0 Explain the relationship between educational achievement and career success.



### **Goal Setting and Decision-Making**

16.0 Identify and demonstrate use of steps to make career decisions.

17.0 Identify and demonstrate processes for making short and long term goals.

### **Workplace Skills**

18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.

19.0 Demonstrate skills to interact positively with others.

20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

### **Career and Education Planning**

21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.

22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.

24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.

25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.

26.0 Describe how extracurricular programs can be incorporated in career and education planning.

27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.

28.0 Describe high school credits and explain how GPAs are calculated.

### **Job Search**

29.0 Demonstrate skills to complete a job application.

30.0 Demonstrate skills essential for a job interview.

The course description for the International Baccalaureate Mid Years Program course is provided through <http://www.ibo.org/myp/curriculum/group3/index.cfm>.

## GENERAL INFORMATION

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<b>Course Number:</b>	2103017
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Geography»
<b>Course Title:</b>	M/J World Geography and Digital Technologies
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	M/J WORLD GEO & DIGTECH
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Course Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>M/J World Geography</b> - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

**Digital Technologies** – The digital curriculum required by Section 1003.4203 (3), Florida Statutes, has been integrated into this course. Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4203 (3), Florida Statutes):

### Communications Technologies

- 01.0 Demonstrate proficiency locating information on the Internet.
  - 01.01 Identify and describe web terminology.
  - 01.02 Define Universal Resource Locators (URLs) and associated protocols (e.g., http, ftp, telnet, mailto).
  - 01.03 Compare and contrast the types of Internet domains (e.g., .com, .org, .edu, .gov, .net, .mil).
  - 01.04 Adhere to cyberethics, copyright laws, and regulatory control.
  - 01.05 Describe the human element of Internet security, specifically social engineering techniques for obtaining private or identification information.
  - 01.06 Demonstrate proficiency using search engines, including Boolean search strategies.
  - 01.07 Demonstrate proficiency using various web tools (e.g., downloading of files, transfer of files, telnet, PDF, etc.).
  - 01.08 Compare and contrast the roles of web servers and web browsers.
- 02.0 Demonstrate proficiency gathering and preparing textual, graphical, and image-based web content.
  - 02.01 Characterize effective writing styles and conventions for the web.
  - 02.02 Use word processing software to create effective written content for the web.
  - 02.03 Use graphics software to create message-driven graphical content for use on a webpage.
  - 02.04 Access and digitize graphics through various resources (e.g., scanner, digital cameras, on-line graphics, clipart, CD-ROMs).
  - 02.05 Create and edit images using image or graphic design software.
- 03.0 Perform e-mail activities.
  - 03.01 Describe e-mail capabilities and functions.
  - 03.02 Identify components of an e-mail message.
  - 03.03 Identify the components of an e-mail address.

- 03.04 Attach a file to an e-mail message.
- 03.05 Forward an e-mail message to one or more addressees.
- 03.06 Use an address book.
- 03.07 Reply to an e-mail message.
- 03.08 Use the Internet to perform e-mail activities.
- 03.09 Identify the appropriate use of e-mail and demonstrate related e-mail etiquette.
- 04.0 Use Web 2.0 or Internet-based collaborative technology (e.g., Wikis, Wimba, Moodle, Facebook) to facilitate a web development project.
  - 04.01 Create and use a wiki or similar collaborative environment for communicating and sharing among web development project team members.
  - 04.02 Create and use a social media page (e.g., Facebook, Wimba, Moodle) to share and publish web components (e.g., content, images, graphics, videos) for gauging visitor reaction and obtaining feedback.

**Special Notes:**

Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at

<http://www.nagb.org/publications/frameworks/gframework2001.pdf>

**Instructional Practices**

Teaching from a well-written, grade-level textbook enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**RELATED BENCHMARKS:**

Scheme	Descriptor
<b>LACC.68.RH.1</b>	<b>Key Ideas and Details</b>
LACC.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LACC.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.1.3:	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>LACC.68.RH.2</b>	<b>Craft and Structure</b>

LACC.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LACC.68.RH.2.6:	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>LACC.68.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
<b>LACC.68.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LACC.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LACC.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LACC.68.WHST.1.1d:	Establish and maintain a formal style.
LACC.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LACC.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LACC.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LACC.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LACC.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LACC.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LACC.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>LACC.68.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
<b>LACC.68.WHST.4:</b>	<b>Range of Writing</b>

LACC.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world.
SS.6.G.1.4:	Utilize tools geographers use to study the world.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.
SS.6.G.1.6:	Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
SS.6.G.1.7:	Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
SS.6.G.2.1:	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
SS.6.G.2.2:	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
SS.6.G.2.3:	Analyze the relationship of physical geography to the development of ancient river valley civilizations.
SS.6.G.2.4:	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
SS.6.G.2.5:	Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
SS.6.G.2.6:	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
SS.6.G.2.7:	Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.

- SS.6.G.3.1: Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
- SS.6.G.3.2: Analyze the impact of human populations on the ancient world's ecosystems.
- SS.6.G.4.1: Explain how family and ethnic relationships influenced ancient cultures.
- SS.6.G.4.2: Use maps to trace significant migrations, and analyze their results. .
- SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
- SS.6.G.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.
- SS.6.G.5.2: Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
- SS.6.G.5.3: Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
- SS.6.G.6.1: Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
- SS.6.G.6.2: Compare maps of the world in ancient times with current political maps.
- SS.6.W.1.1: Use timelines to identify chronological order of historical events.
- SS.6.W.1.3: Interpret primary and secondary sources.
- SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.
- SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.

## GENERAL INFORMATION

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<b>Course Number:</b>	2103016
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Geography»
<b>Course Title:</b>	M/J World Geography & Career Planning
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	M/J WORLD GEOG & C/P
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Course Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>M/J World Geography</b> - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

**Career and Education Planning** - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

### **Understanding the Workplace**

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

### **Self- Awareness**

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

### **Exploring Careers**

- 11.0 Demonstrate the ability to locate, understand, and use career information.

- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 15.0 Explain the relationship between educational achievement and career success.

#### **Goal Setting and Decision-Making**

- 16.0 Identify and demonstrate use of steps to make career decisions.
- 17.0 Identify and demonstrate processes for making short and long term goals.

#### **Workplace Skills**

- 18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 19.0 Demonstrate skills to interact positively with others.
- 20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

#### **Career and Education Planning**

- 21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.
- 22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 26.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 28.0 Describe high school credits and explain how GPAs are calculated.

#### **Job Search**

- 29.0 Demonstrate skills to complete a job application.
- 30.0 Demonstrate skills essential for a job interview.

#### **Special Notes:**

Additional content that may be contained in the NAEP Grade 8 Geography assessment includes:

- regional patterns of function
- geographic factors contributing to conflict and cooperation in a variety of settings

The NAEP frameworks for Geography may be accessed at

<http://www.nagb.org/publications/frameworks/gframework2001.pdf>

#### **Instructional Practices**

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:



1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**RELATED BENCHMARKS:**

Scheme	Descriptor
<b>LACC.68.RH.1</b>	<b>Key Ideas and Details</b>
LACC.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LACC.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.1.3:	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>LACC.68.RH.2</b>	<b>Craft and Structure</b>
LACC.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LACC.68.RH.2.6:	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>LACC.68.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
<b>LACC.68.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LACC.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LACC.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LACC.68.WHST.1.1d:	Establish and maintain a formal style.
LACC.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LACC.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LACC.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LACC.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.

LACC.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LACC.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LACC.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>LACC.68.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
<b>LACC.68.WHST.4:</b>	<b>Range of Writing</b>
LACC.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.6.E.1.1:	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.
SS.6.E.1.3:	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).
SS.6.E.2.1:	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.
SS.6.E.3.1:	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.
SS.6.E.3.2:	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.
SS.6.E.3.3:	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.
SS.6.E.3.4:	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.
SS.6.G.1.1:	Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.
SS.6.G.1.2:	Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.
SS.6.G.1.3:	Identify natural wonders of the ancient world.
SS.6.G.1.4:	Utilize tools geographers use to study the world.
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.

- SS.6.G.1.6: Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.
- SS.6.G.1.7: Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.
- SS.6.G.2.1: Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
- SS.6.G.2.2: Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.
- SS.6.G.2.3: Analyze the relationship of physical geography to the development of ancient river valley civilizations.
- SS.6.G.2.4: Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.
- SS.6.G.2.5: Interpret how geographic boundaries invite or limit interaction with other regions and cultures.
- SS.6.G.2.6: Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.
- SS.6.G.2.7: Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
- SS.6.G.3.1: Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
- SS.6.G.3.2: Analyze the impact of human populations on the ancient world's ecosystems.
- SS.6.G.4.1: Explain how family and ethnic relationships influenced ancient cultures.
- SS.6.G.4.2: Use maps to trace significant migrations, and analyze their results. .
- SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
- SS.6.G.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.
- SS.6.G.5.2: Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
- SS.6.G.5.3: Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
- SS.6.G.6.1: Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
- SS.6.G.6.2: Compare maps of the world in ancient times with current political maps.
- SS.6.W.1.1: Use timelines to identify chronological order of historical events.
- SS.6.W.1.3: Interpret primary and secondary sources.
- SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.
- SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.

## GENERAL INFORMATION

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<b>Course Number:</b>	2103015
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Geography»
<b>Course Title:</b>	M/J World Geography
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	M/J WORLD GEOG
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Course Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>M/J World Geography</b> - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.
<b>Special Notes:</b>	Additional content that may be contained in the NAEP Grade 8 Geography assessment includes: <ul style="list-style-type: none"><li>• regional patterns of function</li><li>• geographic factors contributing to conflict and cooperation in a variety of settings</li></ul> The NAEP frameworks for Geography may be accessed at <a href="http://www.nagb.org/publications/frameworks/gframework2001.pdf">http://www.nagb.org/publications/frameworks/gframework2001.pdf</a>

### Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### RELATED BENCHMARKS:

Scheme	Descriptor
<b>LACC.68.RH.1</b>	<b>Key Ideas and Details</b>
LACC.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LACC.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

LACC.68.RH.1.3:	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>LACC.68.RH.2</b>	<b>Craft and Structure</b>
LACC.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LACC.68.RH.2.6:	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>LACC.68.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
<b>LACC.68.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LACC.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LACC.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LACC.68.WHST.1.1d:	Establish and maintain a formal style.
LACC.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LACC.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LACC.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LACC.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LACC.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LACC.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LACC.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>LACC.68.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.

**LACC.68.WHST.4:**

LACC.68.WHST.4.10:

**Range of Writing**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MACC.K12.MP****Mathematical Practices**

MACC.K12.MP.1

Make sense of problems and persevere in solving them.

MACC.K12.MP.3

Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.5

Use appropriate tools strategically.

MACC.K12.MP.6

Attend to precision.

SS.6.E.1.1:

Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.

SS.6.E.1.3:

Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).

SS.6.E.2.1:

Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.

SS.6.E.3.1:

Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.

SS.6.E.3.2:

Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.

SS.6.E.3.3:

Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.

SS.6.E.3.4:

Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.

SS.6.G.1.1:

Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.

SS.6.G.1.2:

Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.

SS.6.G.1.3:

Identify natural wonders of the ancient world.

SS.6.G.1.4:

Utilize tools geographers use to study the world.

SS.6.G.1.5:

Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.

SS.6.G.1.6:

Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.

SS.6.G.1.7:

Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.

SS.6.G.2.1:

Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.

SS.6.G.2.2:

Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.

SS.6.G.2.3:

Analyze the relationship of physical geography to the development of ancient river valley civilizations.

SS.6.G.2.4:

Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.

SS.6.G.2.5:

Interpret how geographic boundaries invite or limit interaction with other regions and cultures.

SS.6.G.2.6:

Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.

SS.6.G.2.7:

Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.

- SS.6.G.3.1: Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
- SS.6.G.3.2: Analyze the impact of human populations on the ancient world's ecosystems.
- SS.6.G.4.1: Explain how family and ethnic relationships influenced ancient cultures.
- SS.6.G.4.2: Use maps to trace significant migrations, and analyze their results. .
- SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
- SS.6.G.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.
- SS.6.G.5.2: Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
- SS.6.G.5.3: Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
- SS.6.G.6.1: Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
- SS.6.G.6.2: Compare maps of the world in ancient times with current political maps.
- SS.6.W.1.1: Use timelines to identify chronological order of historical events.
- SS.6.W.1.3: Interpret primary and secondary sources.
- SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.
- SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.

## GENERAL INFORMATION

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<b>Course Number:</b>	2103010
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Geography»
<b>Course Title:</b>	M/J World Geography
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	M/J WORLD GEOG
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Course Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>M/J World Geography</b> - The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.
<b>Special Notes:</b>	Additional content that may be contained in the NAEP Grade 8 Geography assessment includes: <ul style="list-style-type: none"><li>• regional patterns of function</li><li>• geographic factors contributing to conflict and cooperation in a variety of settings</li></ul> The NAEP frameworks for Geography may be accessed at <a href="http://www.nagb.org/publications/frameworks/gframework2001.pdf">http://www.nagb.org/publications/frameworks/gframework2001.pdf</a>

### Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### RELATED BENCHMARKS:

Scheme	Descriptor
<b>LACC.68.RH.1</b>	<b>Key Ideas and Details</b>
LACC.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LACC.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.1.3:	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).



<b>LACC.68.RH.2</b>	<b>Craft and Structure</b>
LACC.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LACC.68.RH.2.6:	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>LACC.68.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
<b>LACC.68.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LACC.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LACC.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LACC.68.WHST.1.1d:	Establish and maintain a formal style.
LACC.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LACC.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LACC.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LACC.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LACC.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LACC.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LACC.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>LACC.68.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for
LACC.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.

**LACC.68.WHST.4:**

LACC.68.WHST.4.10:

**Range of Writing**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MACC.K12.MP****Mathematical Practices**

MACC.K12.MP.1

Make sense of problems and persevere in solving them.

MACC.K12.MP.3

Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.5

Use appropriate tools strategically.

MACC.K12.MP.6

Attend to precision.

SS.6.E.1.1:

Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.

SS.6.E.1.3:

Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).

SS.6.E.2.1:

Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.

SS.6.E.3.1:

Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.

SS.6.E.3.2:

Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.

SS.6.E.3.3:

Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.

SS.6.E.3.4:

Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.

SS.6.G.1.1:

Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.

SS.6.G.1.2:

Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.

SS.6.G.1.3:

Identify natural wonders of the ancient world.

SS.6.G.1.4:

Utilize tools geographers use to study the world.

SS.6.G.1.5:

Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.

SS.6.G.1.6:

Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.

SS.6.G.1.7:

Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.

SS.6.G.2.1:

Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.

SS.6.G.2.2:

Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.

SS.6.G.2.3:

Analyze the relationship of physical geography to the development of ancient river valley civilizations.

SS.6.G.2.4:

Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.

SS.6.G.2.5:

Interpret how geographic boundaries invite or limit interaction with other regions and cultures.

SS.6.G.2.6:

Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.

- SS.6.G.2.7: Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.
- SS.6.G.3.1: Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.
- SS.6.G.3.2: Analyze the impact of human populations on the ancient world's ecosystems.
- SS.6.G.4.1: Explain how family and ethnic relationships influenced ancient cultures.
- SS.6.G.4.2: Use maps to trace significant migrations, and analyze their results. .
- SS.6.G.4.3: Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.
- SS.6.G.5.1: Identify the methods used to compensate for the scarcity of resources in the ancient world.
- SS.6.G.5.2: Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.
- SS.6.G.5.3: Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.
- SS.6.G.6.1: Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.
- SS.6.G.6.2: Compare maps of the world in ancient times with current political maps.
- SS.6.W.1.1: Use timelines to identify chronological order of historical events.
- SS.6.W.1.3: Interpret primary and secondary sources.
- SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.
- SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character.

## GENERAL INFORMATION

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<b>Course Number:</b>	2100035
<b>Course Title:</b>	M/J United States History and Digital Technologies
<b>Course Abbreviated Title:</b>	M/J US HIST & DIG TECH
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> American and Western Hemispheric Histories »
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	State Board Approval Pending
<b>General Notes:</b>	Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

**Digital Technologies** – The digital curriculum required by Section 1003.4203 (3), Florida Statutes, has been integrated into this course. Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4203 (3), Florida Statutes):

### **Web Technologies**

- 01.0 Demonstrate proficiency planning an effective website.
  - 01.01 Create a site map and associated wireframes for a website.
  - 01.02 Develop an effective site map for a website.
  - 01.03 Create page layout wireframes for a website.
- 02.0 Demonstrate an understanding of webpage construction, operation, and function.
  - 02.01 Categorize websites according to their purpose and domain.
  - 02.02 Identify elements of a webpage.
  - 02.03 Define basic HTML terminology.
  - 02.04 Critique the aesthetic and functional operation of sample websites.
- 03.0 Apply the principles of design in the preparation of a webpage.
  - 03.01 Apply best practices in visual design (e.g., color schemes, fonts, navigation methods, pagination).
  - 03.02 Explain the key concepts of meeting client needs.
  - 03.03 Apply the principles of Human Computer Interface (HCI) to design and develop an effective look and feel for a website.
  - 03.04 Design and create a webpage for optimal display in multiple browsers.
  - 03.05 Create an appropriate directory structure, naming convention protocol, and file organization for a website.
- 04.0 Demonstrate proficiency in using a GUI editor, web design, or web animation software for web page design.
  - 04.01 Create and apply style sheets for consistent website design.
  - 04.02 Create and edit images and photographs for Web pages using digital imaging software (e.g., ImageReady in Photoshop).
  - 04.03 Demonstrate knowledge of image formats related to photos and graphics on the Internet (e.g. Graphic: TIFF, BMP, EPS, Web: JPEG, GIF, PNG, et al).
  - 04.04 Save and export a photograph to the Web in the format best for image quality and file size.
  - 04.05 Build, optimize, edit, and test web pages for publication.

- 04.06 Demonstrate an understanding of network and web implementation issues (e.g., bandwidth, compression, streaming).
- 04.07 Compare and contrast various methods by which information may be accessed on the Internet/Intranet (e.g., FTP, telnet, browser).
- 04.08 Demonstrate an understanding of file encryption methods (e.g., secure server, unsecured server).
- 05.0 Demonstrate proficiency using web development tools and techniques to enhance a website's interactivity, appeal, or performance.
  - 05.01 Compare and contrast writing HTML using a text editor versus using a Graphical User Interface (GUI) editor.
  - 05.02 Design and create an effective web page template.
  - 05.03 Create attractive, engaging, and efficient web pages using a GUI editor.
  - 05.04 Insert audio files into a Web page.
  - 05.05 Create, edit and integrate video files into a Web page.
  - 05.06 Create, edit and integrate animation files into a Web page.
  - 05.07 Use Dynamic HTML (DHTML) to enhance webpage interactivity.
  - 05.08 Create webpages using basic HTML tags (e.g., links, lists, character styles, text alignment, tables).
- 06.0 Prepare a website for launch.
  - 06.01 Evaluate a website for basic usability and accessibility issues.
  - 06.02 List the steps that are necessary to determine when a website is ready to launch.
  - 06.03 Develop a User Testing Plan that includes validating the operation of all navigation, display, and media functions and features.
  - 06.04 Demonstrate the ability to organize and execute a user testing of a website.
  - 06.05 Use File Transfer Protocol (FTP) to publish all website files to the Internet.
  - 06.06 Monitor website performance metrics (e.g., visitor count, downloads, et al) using host-based information tools.

**Special Notes:**

Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material from all time periods on the following topics:

- Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
- The Gathering and Interactions of Peoples, Cultures, and Ideas
- Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
- The Changing Role of America in the World

The NAEP frameworks for United States History may be accessed at

[http://www.nagb.org/publications/frameworks/history\\_06.pdf](http://www.nagb.org/publications/frameworks/history_06.pdf)

## Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### RELATED BENCHMARKS:

Scheme	Descriptor
<b>LACC.68.RH.1</b>	<b>Key Ideas and Details</b>
LACC.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LACC.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.1.3:	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>LACC.68.RH.2</b>	<b>Craft and Structure</b>
LACC.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LACC.68.RH.2.6:	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>LACC.68.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
<b>LACC.68.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LACC.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LACC.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LACC.68.WHST.1.1d:	Establish and maintain a formal style.
LACC.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting

(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- LACC.68.WHST.1.2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- LACC.68.WHST.1.2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- LACC.68.WHST.1.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.
- LACC.68.WHST.1.2e: Establish and maintain a formal style and objective tone.
- LACC.68.WHST.1.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.

**LACC.68.WHST.2 Production and Distribution of Writing**

- LACC.68.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LACC.68.WHST.2.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- LACC.68.WHST.2.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**LACC.68.WHST.3 Research to Build and Present Knowledge**

- LACC.68.RH.3.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- LACC.68.WHST.3.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- LACC.68.WHST.3.9: Draw evidence from informational texts to support analysis reflection, and research.

**LACC.68.WHST.4 Range of Writing**

- LACC.68.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MACC.K12.MP Mathematical Practices**

- MACC.K12.MP.1 Make sense of problems and persevere in solving them.
- MACC.K12.MP.3 Construct viable arguments and critique the reasoning of others.
- MACC.K12.MP.5 Use appropriate tools strategically.
- MACC.K12.MP.6 Attend to precision.

- SS.8.A.1.1: Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
- SS.8.A.1.2: Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
- SS.8.A.1.3: Analyze current events relevant to American History topics through a variety of electronic and print media resources.
- SS.8.A.1.4: Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
- SS.8.A.1.5: Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
- SS.8.A.1.6: Compare interpretations of key events and issues throughout American History.
- SS.8.A.1.7: View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
- SS.8.A.2.1: Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.
- SS.8.A.2.2: Compare the characteristics of the New England, Middle, and Southern colonies.

- SS.8.A.2.3: Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.
- SS.8.A.2.4: Identify the impact of key colonial figures on the economic, political, and social development of the colonies.
- SS.8.A.2.5: Discuss the impact of colonial settlement on Native American populations.
- SS.8.A.2.6: Examine the causes, course, and consequences of the French and Indian War.
- SS.8.A.2.7: Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
- SS.8.A.3.1: Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.
- SS.8.A.3.2: Explain American colonial reaction to British policy from 1763 - 1774.
- SS.8.A.3.3: Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.
- SS.8.A.3.4: Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.
- SS.8.A.3.5: Describe the influence of individuals on social and political developments during the Revolutionary era.
- SS.8.A.3.6: Examine the causes, course, and consequences of the American Revolution.
- SS.8.A.3.7: Examine the structure, content, and consequences of the Declaration of Independence.
- SS.8.A.3.8: Examine individuals and groups that affected political and social motivations during the American Revolution.
- SS.8.A.3.9: Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.
- SS.8.A.3.10: Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
- SS.8.A.3.11: Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.
- SS.8.A.3.12: Examine the influences of George Washington's presidency in the formation of the new nation.
- SS.8.A.3.13: Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.
- SS.8.A.3.14: Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.
- SS.8.A.3.15: Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
- SS.8.A.3.16: Examine key events in Florida history as each impacts this era of American history.
- SS.8.A.4.1: Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).
- SS.8.A.4.2: Describe the debate surrounding the spread of slavery into western territories and Florida.
- SS.8.A.4.3: Examine the experiences and perspectives of significant individuals and groups during this era of American History.
- SS.8.A.4.4: Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
- SS.8.A.4.5: Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.
- SS.8.A.4.6: Identify technological improvements (inventions/inventors) that contributed to industrial growth.



- SS.8.A.4.7: Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
- SS.8.A.4.8: Describe the influence of individuals on social and political developments of this era in American History.
- SS.8.A.4.9: Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.
- SS.8.A.4.10: Analyze the impact of technological advancements on the agricultural economy and slave labor.
- SS.8.A.4.11: Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
- SS.8.A.4.12: Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
- SS.8.A.4.13: Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.
- SS.8.A.4.14: Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
- SS.8.A.4.15: Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
- SS.8.A.4.16: Identify key ideas and influences of Jacksonian democracy.
- SS.8.A.4.17: Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.4.18: Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.
- SS.8.A.5.1: Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
- SS.8.A.5.2: Analyze the role of slavery in the development of sectional conflict.
- SS.8.A.5.3: Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.
- SS.8.A.5.4: Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.
- SS.8.A.5.5: Compare Union and Confederate strengths and weaknesses.
- SS.8.A.5.6: Compare significant Civil War battles and events and their effects on civilian populations.
- SS.8.A.5.7: Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.5.8: Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).
- SS.8.C.1.1: Identify the constitutional provisions for establishing citizenship.
- SS.8.C.1.2: Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.
- SS.8.C.1.3: Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.
- SS.8.C.1.4: Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.
- SS.8.C.1.5: Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
- SS.8.C.1.6: Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

- SS.8.C.2.1: Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.
- SS.8.E.1.1: Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
- SS.8.E.2.1: Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
- SS.8.E.2.2: Explain the economic impact of government policies.
- SS.8.E.2.3: Assess the role of Africans and other minority groups in the economic development of the United States.
- SS.8.E.3.1: Evaluate domestic and international interdependence.
- SS.8.G.1.1: Use maps to explain physical and cultural attributes of major regions throughout American history.
- SS.8.G.1.2: Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
- SS.8.G.2.1: Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
- SS.8.G.2.2: Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.
- SS.8.G.2.3: Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
- SS.8.G.3.1: Locate and describe in geographic terms the major ecosystems of the United States.
- SS.8.G.3.2: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.
- SS.8.G.4.1: Interpret population growth and other demographic data for any given place in the United States throughout its history.
- SS.8.G.4.2: Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
- SS.8.G.4.3: Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
- SS.8.G.4.4: Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
- SS.8.G.4.5: Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.
- SS.8.G.4.6: Use political maps to describe changes in boundaries and governance throughout American history.
- SS.8.G.5.1: Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
- SS.8.G.5.2: Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.
- SS.8.G.6.1: Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
- SS.8.G.6.2: Illustrate places and events in U.S. history through the use of narratives and graphic representations.

## GENERAL INFORMATION

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<b>Course Number:</b>	2100030
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Geography»
<b>Course Title:</b>	M/J Florida History
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	M/J FLORIDA HIST
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Course Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>M/J Florida</b> - The social studies curriculum for this course consists of the following content area strands: American History, Economics, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of the state of Florida by examining the political, economic, social, military and cultural events that affected the state. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of Florida including, but not limited to, the evolution of Florida's diverse heritage through Spanish, French, British and American occupations, Florida's Native American population, United States annexation and territorial experience, statehood, Florida's role in sectionalism, Florida's system of slavery, Civil War and Reconstruction, Florida's diverse geographic regions and population groups, state government, modern day Florida's successes and challenges, and the projection of Florida's future development. Students will study methods of historical inquiry and primary and secondary historical documents.

## RELATED BENCHMARKS:

Scheme	Descriptor
<b>LACC.68.RH.1</b>	<b>Key Ideas and Details</b>
LACC.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LACC.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.1.3:	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>LACC.68.RH.2</b>	<b>Craft and Structure</b>
LACC.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LACC.68.RH.2.6:	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>LACC.68.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
<b>LACC.68.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LACC.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LACC.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LACC.68.WHST.1.1d:	Establish and maintain a formal style.

LACC.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LACC.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LACC.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LACC.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LACC.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LACC.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LACC.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>LACC.68.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.68.WHST.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. LACC.68.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.68.WHST.4:</b>	<b>Range of Writing</b>
LACC.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.8.A.1.1:	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
SS.8.A.1.2:	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
SS.8.A.1.3:	Analyze current events relevant to American History topics through a variety of electronic and print media resources.
SS.8.A.1.4:	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
SS.8.A.1.5:	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
SS.8.A.1.6:	Compare interpretations of key events and issues throughout American History.

- SS.8.A.1.7: View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
- SS.8.A.2.1: Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.
- SS.8.A.2.3: Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.
- SS.8.A.2.4: Identify the impact of key colonial figures on the economic, political, and social development of the colonies.
- SS.8.A.2.5: Discuss the impact of colonial settlement on Native American populations.
- SS.8.A.2.7: Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
- SS.8.A.3.15: Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
- SS.8.A.3.16: Examine key events in Florida history as each impacts this era of American history.
- SS.8.A.4.2: Describe the debate surrounding the spread of slavery into western territories and Florida.
- SS.8.A.4.3: Examine the experiences and perspectives of significant individuals and groups during this era of American History.
- SS.8.A.4.4: Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
- SS.8.A.4.5: Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.
- SS.8.A.4.6: Identify technological improvements (inventions/inventors) that contributed to industrial growth.
- SS.8.A.4.8: Describe the influence of individuals on social and political developments of this era in American History.
- SS.8.A.4.10: Analyze the impact of technological advancements on the agricultural economy and slave labor.
- SS.8.A.4.11: Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
- SS.8.A.4.17: Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.4.18: Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.
- SS.8.A.5.1: Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
- SS.8.A.5.2: Analyze the role of slavery in the development of sectional conflict.
- SS.8.A.5.7: Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.5.8: Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).
- SS.8.C.1.1: Identify the constitutional provisions for establishing citizenship.
- SS.8.C.1.3: Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.
- SS.8.C.1.4: Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.
- SS.8.C.1.6: Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.

- SS.8.C.2.1: Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.
- SS.8.E.1.1: Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
- SS.8.E.2.1: Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
- SS.8.E.2.2: Explain the economic impact of government policies.
- SS.8.E.2.3: Assess the role of Africans and other minority groups in the economic development of the United States.
- SS.8.G.1.1: Use maps to explain physical and cultural attributes of major regions throughout American history.
- SS.8.G.1.2: Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
- SS.8.G.2.1: Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
- SS.8.G.2.2: Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.
- SS.8.G.2.3: Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
- SS.8.G.3.1: Locate and describe in geographic terms the major ecosystems of the United States.
- SS.8.G.3.2: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.
- SS.8.G.4.1: Interpret population growth and other demographic data for any given place in the United States throughout its history.
- SS.8.G.4.2: Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
- SS.8.G.4.3: Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
- SS.8.G.4.4: Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
- SS.8.G.4.5: Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.
- SS.8.G.4.6: Use political maps to describe changes in boundaries and governance throughout American history.
- SS.8.G.5.1: Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
- SS.8.G.5.2: Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.
- SS.8.G.6.1: Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
- SS.8.G.6.2: Illustrate places and events in U.S. history through the use of narratives and graphic representations.

## **GENERAL INFORMATION**

**Course Number:** 2100025  
**Course Title:** M/J United States History Advanced & Career Planning  
**Course Abbreviated Title:** M/J US HIST ADV & C/P  
**Course Path:** **Section:** Grades PreK to 12 Education Courses» **Grade Group:** Grades 6 to 8 Education Courses » **Subject:** Social Studies » **SubSubject:** American and Western Hemispheric Histories »

**Course Length:** Year  
**Course Level:** 3  
**Status:** Pending State Board Approval  
**General Notes:** Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

**Honors/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

**Mathematics Benchmark Guidance** - Instruction of U.S. History should include opportunities for students to interpret and create representations of historical events using mathematical tables, charts, and graphs.

**Career and Education Planning** - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website [FACTS.org](http://FACTS.org); and shall result in the completion of a personalized academic and career plan.

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

### **Understanding the Workplace**

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws

regulates employee rights.

### **Self-Awareness**

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career choices.

### **Exploring Careers**

- 11.0 Demonstrate the ability to locate, understand, and use career information.
- 12.0 Use the Internet to access career and education planning information.
- 13.0 Identify skills that are transferable from one occupation to another.
- 14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.
- 15.0 Explain the relationship between educational achievement and career success.

### **Goal Setting and Decision-Making**

- 16.0 Identify and demonstrate use of steps to make career decisions.
- 17.0 Identify and demonstrate processes for making short and long term goals.

### **Workplace Skills**

- 18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.
- 19.0 Demonstrate skills to interact positively with others.
- 20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

### **Career and Education Planning**

- 21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.
- 22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.
- 23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.
- 24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.
- 25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.
- 26.0 Describe how extracurricular programs can be incorporated in career and education planning.
- 27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.
- 28.0 Describe high school credits and explain how GPAs are calculated.

### **Job Search**



29.0 Demonstrate skills to complete a job application.

30.0 Demonstrate skills essential for a job interview.

### Special Notes:

Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material from all time periods on the following topics:

- Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
- The Gathering and Interactions of Peoples, Cultures, and Ideas
- Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
- The Changing Role of America in the World

The NAEP frameworks for United States History may be accessed at

[http://www.nagb.org/publications/frameworks/history\\_06.pdf](http://www.nagb.org/publications/frameworks/history_06.pdf)

### Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### RELATED BENCHMARKS:

Scheme	Descriptor
<b>LACC.68.RH.1</b>	<b>Key Ideas and Details</b>
LACC.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LACC.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.1.3:	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>LACC.68.RH.2</b>	<b>Craft and Structure</b>
LACC.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LACC.68.RH.2.6:	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>LACC.68.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
<b>LACC.68.WHST.1</b>	<b>Text Types and Purposes</b>

LACC.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.68.WHST.1.1a:	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LACC.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LACC.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LACC.68.WHST.1.1d:	Establish and maintain a formal style.
LACC.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LACC.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LACC.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LACC.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LACC.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LACC.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LACC.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>LACC.68.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.68.WHST.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.68.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.68.WHST.4:</b>	<b>Range of Writing</b>
LACC.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.8.A.1.1:	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.

- SS.8.A.1.2: Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
- SS.8.A.1.3: Analyze current events relevant to American History topics through a variety of electronic and print media resources.
- SS.8.A.1.4: Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
- SS.8.A.1.5: Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
- SS.8.A.1.6: Compare interpretations of key events and issues throughout American History.
- SS.8.A.1.7: View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
- SS.8.A.2.1: Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.
- SS.8.A.2.2: Compare the characteristics of the New England, Middle, and Southern colonies.
- SS.8.A.2.3: Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.
- SS.8.A.2.4: Identify the impact of key colonial figures on the economic, political, and social development of the colonies.
- SS.8.A.2.5: Discuss the impact of colonial settlement on Native American populations.
- SS.8.A.2.6: Examine the causes, course, and consequences of the French and Indian War.
- SS.8.A.2.7: Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
- SS.8.A.3.1: Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.
- SS.8.A.3.2: Explain American colonial reaction to British policy from 1763 - 1774.
- SS.8.A.3.3: Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.
- SS.8.A.3.4: Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.
- SS.8.A.3.5: Describe the influence of individuals on social and political developments during the Revolutionary era.
- SS.8.A.3.6: Examine the causes, course, and consequences of the American Revolution.
- SS.8.A.3.7: Examine the structure, content, and consequences of the Declaration of Independence.
- SS.8.A.3.8: Examine individuals and groups that affected political and social motivations during the American Revolution.
- SS.8.A.3.9: Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.
- SS.8.A.3.10: Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
- SS.8.A.3.11: Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.
- SS.8.A.3.12: Examine the influences of George Washington's presidency in the formation of the new nation.
- SS.8.A.3.13: Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.
- SS.8.A.3.14: Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.
- SS.8.A.3.15: Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
- SS.8.A.3.16: Examine key events in Florida history as each impacts this era of American history.

- SS.8.A.4.1: Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).
- SS.8.A.4.2: Describe the debate surrounding the spread of slavery into western territories and Florida.
- SS.8.A.4.3: Examine the experiences and perspectives of significant individuals and groups during this era of American History.
- SS.8.A.4.4: Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
- SS.8.A.4.5: Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.
- SS.8.A.4.6: Identify technological improvements (inventions/inventors) that contributed to industrial growth.
- SS.8.A.4.7: Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
- SS.8.A.4.8: Describe the influence of individuals on social and political developments of this era in American History.
- SS.8.A.4.9: Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.
- SS.8.A.4.10: Analyze the impact of technological advancements on the agricultural economy and slave labor.
- SS.8.A.4.11: Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
- SS.8.A.4.12: Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
- SS.8.A.4.13: Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.
- SS.8.A.4.14: Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
- SS.8.A.4.15: Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
- SS.8.A.4.16: Identify key ideas and influences of Jacksonian democracy.
- SS.8.A.4.17: Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.4.18: Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.
- SS.8.A.5.1: Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
- SS.8.A.5.2: Analyze the role of slavery in the development of sectional conflict.
- SS.8.A.5.3: Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.
- SS.8.A.5.4: Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.
- SS.8.A.5.5: Compare Union and Confederate strengths and weaknesses.
- SS.8.A.5.6: Compare significant Civil War battles and events and their effects on civilian populations.
- SS.8.A.5.7: Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.5.8: Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th,

14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

- SS.8.C.1.1: Identify the constitutional provisions for establishing citizenship.
- SS.8.C.1.2: Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.
- SS.8.C.1.3: Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.
- SS.8.C.1.4: Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.
- SS.8.C.1.5: Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
- SS.8.C.1.6: Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.
- SS.8.C.2.1: Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.
- SS.8.E.1.1: Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
- SS.8.E.2.1: Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
- SS.8.E.2.2: Explain the economic impact of government policies.
- SS.8.E.2.3: Assess the role of Africans and other minority groups in the economic development of the United States.
- SS.8.E.3.1: Evaluate domestic and international interdependence.
- SS.8.G.1.1: Use maps to explain physical and cultural attributes of major regions throughout American history.
- SS.8.G.1.2: Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
- SS.8.G.2.1: Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
- SS.8.G.2.2: Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.
- SS.8.G.2.3: Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
- SS.8.G.3.1: Locate and describe in geographic terms the major ecosystems of the United States.
- SS.8.G.3.2: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.
- SS.8.G.4.1: Interpret population growth and other demographic data for any given place in the United States throughout its history.
- SS.8.G.4.2: Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
- SS.8.G.4.3: Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
- SS.8.G.4.4: Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
- SS.8.G.4.5: Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.
- SS.8.G.4.6: Use political maps to describe changes in boundaries and governance throughout American history.

- SS.8.G.5.1: Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
- SS.8.G.5.2: Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.
- SS.8.G.6.1: Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
- SS.8.G.6.2: Illustrate places and events in U.S. history through the use of narratives and graphic representations.

## GENERAL INFORMATION

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<b>Course Number:</b>	2100020
<b>Course Title:</b>	M/J United States History Advanced
<b>Course Abbreviated Title:</b>	M/J US HIST ADV
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> American and Western Hemispheric Histories »
<b>Course Length:</b>	Year
<b>Course Level:</b>	3
<b>Status:</b>	Pending State Board Approval
<b>General Notes:</b>	Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

**Honors/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

**Mathematics Benchmark Guidance** - Instruction of U.S. History should include opportunities for students to interpret and create representations of historical events using mathematical tables, charts, and graphs.

### Special Notes:

Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material from all time periods on the following topics:

- Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
- The Gathering and Interactions of Peoples, Cultures, and Ideas
- Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
- The Changing Role of America in the World

The NAEP frameworks for United States History may be accessed at

[http://www.nagb.org/publications/frameworks/history\\_06.pdf](http://www.nagb.org/publications/frameworks/history_06.pdf)

### Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading

passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

#### **RELATED BENCHMARKS:**

Scheme	Descriptor
<b>LACC.68.RH.1</b>	<b>Key Ideas and Details</b>
LACC.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LACC.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.1.3:	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>LACC.68.RH.2</b>	<b>Craft and Structure</b>
LACC.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LACC.68.RH.2.6:	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>LACC.68.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
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- SS.8.A.4.14: Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
- SS.8.A.4.15: Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
- SS.8.A.4.16: Identify key ideas and influences of Jacksonian democracy.
- SS.8.A.4.17: Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.4.18: Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.
- SS.8.A.5.1: Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
- SS.8.A.5.2: Analyze the role of slavery in the development of sectional conflict.
- SS.8.A.5.3: Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.
- SS.8.A.5.4: Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.
- SS.8.A.5.5: Compare Union and Confederate strengths and weaknesses.
- SS.8.A.5.6: Compare significant Civil War battles and events and their effects on civilian populations.
- SS.8.A.5.7: Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.5.8: Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).
- SS.8.C.1.1: Identify the constitutional provisions for establishing citizenship.
- SS.8.C.1.2: Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.
- SS.8.C.1.3: Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.
- SS.8.C.1.4: Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.
- SS.8.C.1.5: Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
- SS.8.C.1.6: Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.
- SS.8.C.2.1: Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.

- SS.8.E.1.1: Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
- SS.8.E.2.1: Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
- SS.8.E.2.2: Explain the economic impact of government policies.
- SS.8.E.2.3: Assess the role of Africans and other minority groups in the economic development of the United States.
- SS.8.E.3.1: Evaluate domestic and international interdependence.
- SS.8.G.1.1: Use maps to explain physical and cultural attributes of major regions throughout American history.
- SS.8.G.1.2: Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
- SS.8.G.2.1: Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
- SS.8.G.2.2: Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.
- SS.8.G.2.3: Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
- SS.8.G.3.1: Locate and describe in geographic terms the major ecosystems of the United States.
- SS.8.G.3.2: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.
- SS.8.G.4.1: Interpret population growth and other demographic data for any given place in the United States throughout its history.
- SS.8.G.4.2: Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
- SS.8.G.4.3: Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
- SS.8.G.4.4: Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
- SS.8.G.4.5: Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.
- SS.8.G.4.6: Use political maps to describe changes in boundaries and governance throughout American history.
- SS.8.G.5.1: Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
- SS.8.G.5.2: Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.
- SS.8.G.6.1: Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
- SS.8.G.6.2: Illustrate places and events in U.S. history through the use of narratives and graphic representations.

## **GENERAL INFORMATION**

<b>Course Number:</b>	2100015
<b>Course Title:</b>	M/J United States History & Career Planning
<b>Course Abbreviated Title:</b>	M/J US HIS & C/P
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> American and Western Hemispheric Histories »
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	Pending State Board Approval
<b>General Notes:</b>	Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

**Mathematics Benchmark Guidance** - Instruction of U.S. History should include opportunities for students to interpret and create representations of historical events using mathematical tables, charts, and graphs.

**Career and Education Planning** - The career and education planning course required by Section 1003.4156, Florida Statutes, has been integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and shall result in the completion of a personalized academic and career plan.

Listed below are the competencies that must be met to satisfy the requirements of (Section 1003.4156, Florida Statutes):

### **Understanding the Workplace**

- 1.0 Describe how work relates to the needs and functions of the economy, society, and personal fulfillment.
- 2.0 Describe the influences that societal, economic, and technological changes have on employment trends and future training.
- 3.0 Describe the need for career planning, changing careers, and the concept of lifelong learning and how they relate to personal fulfillment.
- 4.0 Appraise how legislation such as the Americans with Disabilities Act and Child Labor Laws regulates employee rights.

### **Self- Awareness**

- 5.0 Use results of an interest assessment to describe their top interest areas and relate to careers/career clusters.
- 6.0 Identify five values that they consider important in making a career choice.
- 7.0 Identify skills needed for career choices and match to personal abilities.
- 8.0 Demonstrate the ability to apply skills of self-advocacy and self-determination throughout the career planning process.
- 9.0 Identify strengths and areas in which assistance is needed at school.
- 10.0 Apply results of all assessments to personal abilities in order to make realistic career

choices.

### **Exploring Careers**

11.0 Demonstrate the ability to locate, understand, and use career information.

12.0 Use the Internet to access career and education planning information.

13.0 Identify skills that are transferable from one occupation to another.

14.0 Demonstrate use of career resources to identify occupational clusters, career opportunities within each cluster, employment outlook, and education/ training requirements.

15.0 Explain the relationship between educational achievement and career success.

### **Goal Setting and Decision-Making**

16.0 Identify and demonstrate use of steps to make career decisions.

17.0 Identify and demonstrate processes for making short and long term goals.

### **Workplace Skills**

18.0 Demonstrate personal qualities (e.g. dependability, punctuality, responsibility, integrity, getting along with others) that are needed to be successful in the workplace.

19.0 Demonstrate skills to interact positively with others.

20.0 Demonstrate employability skills such as working on a team, problem-solving and organizational skills.

### **Career and Education Planning**

21.0 Identify secondary and postsecondary school courses and electives that meet tentative career plans.

22.0 Identify advantages and disadvantages of entering various secondary and postsecondary programs for the attainment of career goals.

23.0 Demonstrate knowledge of varied types and sources of financial aid to obtain assistance for postsecondary education.

24.0 Identify inappropriate discriminatory behaviors that may limit opportunities in the workplace.

25.0 Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/work goals.

26.0 Describe how extracurricular programs can be incorporated in career and education planning.

27.0 Demonstrate knowledge of high school exit options (e.g., standard diploma, certificate of completion, special diploma, GED, etc.) and impact on post-school opportunities.

28.0 Describe high school credits and explain how GPAs are calculated.

### **Job Search**

29.0 Demonstrate skills to complete a job application.

30.0 Demonstrate skills essential for a job interview.

**Special Notes:**

Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material from all time periods on the following topics:

- Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
- The Gathering and Interactions of Peoples, Cultures, and Ideas
- Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
- The Changing Role of America in the World

The NAEP frameworks for United States History may be accessed at

[http://www.nagb.org/publications/frameworks/history\\_06.pdf](http://www.nagb.org/publications/frameworks/history_06.pdf)

**Instructional Practices**

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**RELATED BENCHMARKS:**

Scheme	Descriptor
<b>LACC.68.RH.1</b>	<b>Key Ideas and Details</b>
LACC.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LACC.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.1.3:	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>LACC.68.RH.2</b>	<b>Craft and Structure</b>
LACC.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LACC.68.RH.2.6:	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>LACC.68.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
<b>LACC.68.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

LACC.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LACC.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LACC.68.WHST.1.1d:	Establish and maintain a formal style.
LACC.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LACC.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LACC.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LACC.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LACC.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LACC.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LACC.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>LACC.68.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.68.WHST.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.68.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.68.WHST.4:</b>	<b>Range of Writing</b>
LACC.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.8.A.1.1:	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
SS.8.A.1.2:	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
SS.8.A.1.3:	Analyze current events relevant to American History topics through a variety of electronic and print media resources.



- SS.8.A.1.4: Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
- SS.8.A.1.5: Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
- SS.8.A.1.6: Compare interpretations of key events and issues throughout American History.
- SS.8.A.1.7: View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
- SS.8.A.2.1: Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.
- SS.8.A.2.2: Compare the characteristics of the New England, Middle, and Southern colonies.
- SS.8.A.2.3: Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.
- SS.8.A.2.4: Identify the impact of key colonial figures on the economic, political, and social development of the colonies.
- SS.8.A.2.5: Discuss the impact of colonial settlement on Native American populations.
- SS.8.A.2.6: Examine the causes, course, and consequences of the French and Indian War.
- SS.8.A.2.7: Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
- SS.8.A.3.1: Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.
- SS.8.A.3.2: Explain American colonial reaction to British policy from 1763 - 1774.
- SS.8.A.3.3: Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.
- SS.8.A.3.4: Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.
- SS.8.A.3.5: Describe the influence of individuals on social and political developments during the Revolutionary era.
- SS.8.A.3.6: Examine the causes, course, and consequences of the American Revolution.
- SS.8.A.3.7: Examine the structure, content, and consequences of the Declaration of Independence.
- SS.8.A.3.8: Examine individuals and groups that affected political and social motivations during the American Revolution.
- SS.8.A.3.9: Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.
- SS.8.A.3.10: Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
- SS.8.A.3.11: Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.
- SS.8.A.3.12: Examine the influences of George Washington's presidency in the formation of the new nation.
- SS.8.A.3.13: Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.
- SS.8.A.3.14: Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.
- SS.8.A.3.15: Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
- SS.8.A.3.16: Examine key events in Florida history as each impacts this era of American history.
- SS.8.A.4.1: Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onís Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny,

Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).

- SS.8.A.4.2: Describe the debate surrounding the spread of slavery into western territories and Florida.
- SS.8.A.4.3: Examine the experiences and perspectives of significant individuals and groups during this era of American History.
- SS.8.A.4.4: Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
- SS.8.A.4.5: Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.
- SS.8.A.4.6: Identify technological improvements (inventions/inventors) that contributed to industrial growth.
- SS.8.A.4.7: Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
- SS.8.A.4.8: Describe the influence of individuals on social and political developments of this era in American History.
- SS.8.A.4.9: Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.
- SS.8.A.4.10: Analyze the impact of technological advancements on the agricultural economy and slave labor.
- SS.8.A.4.11: Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
- SS.8.A.4.12: Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
- SS.8.A.4.13: Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.
- SS.8.A.4.14: Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
- SS.8.A.4.15: Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
- SS.8.A.4.16: Identify key ideas and influences of Jacksonian democracy.
- SS.8.A.4.17: Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.4.18: Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.
- SS.8.A.5.1: Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
- SS.8.A.5.2: Analyze the role of slavery in the development of sectional conflict.
- SS.8.A.5.3: Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.
- SS.8.A.5.4: Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.
- SS.8.A.5.5: Compare Union and Confederate strengths and weaknesses.
- SS.8.A.5.6: Compare significant Civil War battles and events and their effects on civilian populations.
- SS.8.A.5.7: Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.5.8: Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).

- SS.8.C.1.1: Identify the constitutional provisions for establishing citizenship.
- SS.8.C.1.2: Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.
- SS.8.C.1.3: Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.
- SS.8.C.1.4: Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.
- SS.8.C.1.5: Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
- SS.8.C.1.6: Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.
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- SS.8.E.2.1: Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
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- SS.8.E.2.3: Assess the role of Africans and other minority groups in the economic development of the United States.
- SS.8.E.3.1: Evaluate domestic and international interdependence.
- SS.8.G.1.1: Use maps to explain physical and cultural attributes of major regions throughout American history.
- SS.8.G.1.2: Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
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- SS.8.G.2.2: Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.
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- SS.8.G.3.2: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.
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- SS.8.G.4.2: Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
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- SS.8.G.4.4: Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
- SS.8.G.4.5: Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.
- SS.8.G.4.6: Use political maps to describe changes in boundaries and governance throughout American history.
- SS.8.G.5.1: Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
- SS.8.G.5.2: Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.

- SS.8.G.6.1: Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
- SS.8.G.6.2: Illustrate places and events in U.S. history through the use of narratives and graphic representations.

## GENERAL INFORMATION

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<b>Course Number:</b>	2100010
<b>Course Title:</b>	M/J United States History
<b>Course Abbreviated Title:</b>	M/J US HIST
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 6 to 8 Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> American and Western Hemispheric Histories »
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	State Board Approval Pending
<b>General Notes:</b>	Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

**Mathematics Benchmark Guidance** - Instruction of U.S. History should include opportunities for students to interpret and create representations of historical events using mathematical tables, charts, and graphs.

<b>Special Notes:</b>	<p>Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material <u>from all time periods</u> on the following topics:</p> <ul style="list-style-type: none"><li>• Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies</li><li>• The Gathering and Interactions of Peoples, Cultures, and Ideas</li><li>• Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment</li><li>• The Changing Role of America in the World</li></ul> <p>The NAEP frameworks for United States History may be accessed at <a href="http://www.nagb.org/publications/frameworks/history_06.pdf">http://www.nagb.org/publications/frameworks/history_06.pdf</a></p>
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### Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

## **RELATED BENCHMARKS:**

<b>Scheme</b>	<b>Descriptor</b>
<b>LACC.68.RH.1</b>	<b>Key Ideas and Details</b>
LACC.68.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources.
LACC.68.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LACC.68.RH.1.3:	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>LACC.68.RH.2</b>	<b>Craft and Structure</b>
LACC.68.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LACC.68.RH.2.6:	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>LACC.68.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.RH.3.8:	Distinguish among fact, opinion, and reasoned judgment in a text.
LACC.68.RH.3.9:	Analyze the relationship between a primary and secondary source on the same topic.
<b>LACC.68.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.68.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.68.WHST.1.1a :	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LACC.68.WHST.1.1b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LACC.68.WHST.1.1c:	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LACC.68.WHST.1.1d:	Establish and maintain a formal style.
LACC.68.WHST.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LACC.68.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.68.WHST.1.2a:	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
LACC.68.WHST.1.2b:	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LACC.68.WHST.1.2c:	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LACC.68.WHST.1.2d:	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LACC.68.WHST.1.2e:	Establish and maintain a formal style and objective tone.
LACC.68.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>LACC.68.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.68.WHST.2.5:	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LACC.68.WHST.2.6:	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>LACC.68.WHST.3</b>	<b>Research to Build and Present Knowledge</b>

LACC.68.RH.3.7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LACC.68.WHST.3.8:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.68.WHST.3.9:	Draw evidence from informational texts to support analysis reflection, and research.
<b>LACC.68.WHST.4:</b>	<b>Range of Writing</b>
LACC.68.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.8.A.1.1:	Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
SS.8.A.1.2:	Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
SS.8.A.1.3:	Analyze current events relevant to American History topics through a variety of electronic and print media resources.
SS.8.A.1.4:	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
SS.8.A.1.5:	Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
SS.8.A.1.6:	Compare interpretations of key events and issues throughout American History.
SS.8.A.1.7:	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
SS.8.A.2.1:	Compare the relationships among the British, French, Spanish, and Dutch in their struggle for colonization of North America.
SS.8.A.2.2:	Compare the characteristics of the New England, Middle, and Southern colonies.
SS.8.A.2.3:	Differentiate economic systems of New England, Middle and Southern colonies including indentured servants and slaves as labor sources.
SS.8.A.2.4:	Identify the impact of key colonial figures on the economic, political, and social development of the colonies.
SS.8.A.2.5:	Discuss the impact of colonial settlement on Native American populations.
SS.8.A.2.6:	Examine the causes, course, and consequences of the French and Indian War.
SS.8.A.2.7:	Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
SS.8.A.3.1:	Explain the consequences of the French and Indian War in British policies for the American colonies from 1763 - 1774.
SS.8.A.3.2:	Explain American colonial reaction to British policy from 1763 - 1774.
SS.8.A.3.3:	Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.
SS.8.A.3.4:	Examine the contributions of influential groups to both the American and British war efforts during the American Revolutionary War and their effects on the outcome of the war.
SS.8.A.3.5:	Describe the influence of individuals on social and political developments during the Revolutionary era.
SS.8.A.3.6:	Examine the causes, course, and consequences of the American Revolution.
SS.8.A.3.7:	Examine the structure, content, and consequences of the Declaration of Independence.

- SS.8.A.3.8: Examine individuals and groups that affected political and social motivations during the American Revolution.
- SS.8.A.3.9: Evaluate the structure, strengths, and weaknesses of the Articles of Confederation and its aspects that led to the Constitutional Convention.
- SS.8.A.3.10: Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
- SS.8.A.3.11: Analyze support and opposition (Federalists, Federalist Papers, AntiFederalists, Bill of Rights) to ratification of the U.S. Constitution.
- SS.8.A.3.12: Examine the influences of George Washington's presidency in the formation of the new nation.
- SS.8.A.3.13: Explain major domestic and international economic, military, political, and socio-cultural events of John Adams's presidency.
- SS.8.A.3.14: Explain major domestic and international economic, military, political, and socio-cultural events of Thomas Jefferson's presidency.
- SS.8.A.3.15: Examine this time period (1763-1815) from the perspective of historically under-represented groups (children, indentured servants, Native Americans, slaves, women, working class).
- SS.8.A.3.16: Examine key events in Florida history as each impacts this era of American history.
- SS.8.A.4.1: Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onis Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).
- SS.8.A.4.2: Describe the debate surrounding the spread of slavery into western territories and Florida.
- SS.8.A.4.3: Examine the experiences and perspectives of significant individuals and groups during this era of American History.
- SS.8.A.4.4: Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
- SS.8.A.4.5: Explain the causes, course, and consequences of the 19th century transportation revolution on the growth of the nation's economy.
- SS.8.A.4.6: Identify technological improvements (inventions/inventors) that contributed to industrial growth.
- SS.8.A.4.7: Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.
- SS.8.A.4.8: Describe the influence of individuals on social and political developments of this era in American History.
- SS.8.A.4.9: Analyze the causes, course and consequences of the Second Great Awakening on social reform movements.
- SS.8.A.4.10: Analyze the impact of technological advancements on the agricultural economy and slave labor.
- SS.8.A.4.11: Examine the aspects of slave culture including plantation life, resistance efforts, and the role of the slaves' spiritual system.
- SS.8.A.4.12: Examine the effects of the 1804 Haitian Revolution on the United States acquisition of the Louisiana Territory.
- SS.8.A.4.13: Explain the consequences of landmark Supreme Court decisions (McCulloch v. Maryland [1819], Gibbons v. Odgen [1824], Cherokee Nation v. Georgia [1831], and Worcester v. Georgia [1832]) significant to this era of American history.
- SS.8.A.4.14: Examine the causes, course, and consequences of the women's suffrage movement (1848 Seneca Falls Convention, Declaration of Sentiments).
- SS.8.A.4.15: Examine the causes, course, and consequences of literature movements (Transcendentalism) significant to this era of American history.
- SS.8.A.4.16: Identify key ideas and influences of Jacksonian democracy.



- SS.8.A.4.17: Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.4.18: Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.
- SS.8.A.5.1: Explain the causes, course, and consequence of the Civil War (sectionalism, slavery, states' rights, balance of power in the Senate).
- SS.8.A.5.2: Analyze the role of slavery in the development of sectional conflict.
- SS.8.A.5.3: Explain major domestic and international economic, military, political, and socio-cultural events of Abraham Lincoln's presidency.
- SS.8.A.5.4: Identify the division (Confederate and Union States, Border states, western territories) of the United States at the outbreak of the Civil War.
- SS.8.A.5.5: Compare Union and Confederate strengths and weaknesses.
- SS.8.A.5.6: Compare significant Civil War battles and events and their effects on civilian populations.
- SS.8.A.5.7: Examine key events and peoples in Florida history as each impacts this era of American history.
- SS.8.A.5.8: Explain and evaluate the policies, practices, and consequences of Reconstruction (presidential and congressional reconstruction, Johnson's impeachment, Civil Rights Act of 1866, the 13th, 14th, and 15th Amendments, opposition of Southern whites to Reconstruction, accomplishments and failures of Radical Reconstruction, presidential election of 1876, end of Reconstruction, rise of Jim Crow laws, rise of Ku Klux Klan).
- SS.8.C.1.1: Identify the constitutional provisions for establishing citizenship.
- SS.8.C.1.2: Compare views of self-government and the rights and responsibilities of citizens held by Patriots, Loyalists, and other colonists.
- SS.8.C.1.3: Recognize the role of civic virtue in the lives of citizens and leaders from the colonial period through Reconstruction.
- SS.8.C.1.4: Identify the evolving forms of civic and political participation from the colonial period through Reconstruction.
- SS.8.C.1.5: Apply the rights and principles contained in the Constitution and Bill of Rights to the lives of citizens today.
- SS.8.C.1.6: Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.
- SS.8.C.2.1: Evaluate and compare the essential ideals and principles of American constitutional government expressed in primary sources from the colonial period to Reconstruction.
- SS.8.E.1.1: Examine motivating economic factors that influenced the development of the United States economy over time including scarcity, supply and demand, opportunity costs, incentives, profits, and entrepreneurial aspects.
- SS.8.E.2.1: Analyze contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States economy.
- SS.8.E.2.2: Explain the economic impact of government policies.
- SS.8.E.2.3: Assess the role of Africans and other minority groups in the economic development of the United States.
- SS.8.E.3.1: Evaluate domestic and international interdependence.
- SS.8.G.1.1: Use maps to explain physical and cultural attributes of major regions throughout American history.
- SS.8.G.1.2: Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.
- SS.8.G.2.1: Identify the physical elements and the human elements that define and differentiate regions as relevant to American history.
- SS.8.G.2.2: Use geographic terms and tools to analyze case studies of regional issues in different parts of the United States that have had critical economic, physical, or political ramifications.

- SS.8.G.2.3: Use geographic terms and tools to analyze case studies of how selected regions of the United States have changed over time.
- SS.8.G.3.1: Locate and describe in geographic terms the major ecosystems of the United States.
- SS.8.G.3.2: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in the United States and Florida over time.
- SS.8.G.4.1: Interpret population growth and other demographic data for any given place in the United States throughout its history.
- SS.8.G.4.2: Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
- SS.8.G.4.3: Use geographic terms and tools to explain cultural diffusion throughout the United States as it expanded its territory.
- SS.8.G.4.4: Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.
- SS.8.G.4.5: Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers in the United States over time.
- SS.8.G.4.6: Use political maps to describe changes in boundaries and governance throughout American history.
- SS.8.G.5.1: Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.
- SS.8.G.5.2: Describe the impact of human modifications on the physical environment and ecosystems of the United States throughout history.
- SS.8.G.6.1: Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
- SS.8.G.6.2: Illustrate places and events in U.S. history through the use of narratives and graphic representations.

## GENERAL INFORMATION

<b>Course Number:</b>	2120710
<b>Course Title:</b>	Anthropology Honors (formerly 212071A)
<b>Course Abbreviated Title:</b>	ANTHRO HON
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Anthropology»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	3
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Anthropology Honors</b> – The grade 9-12 Anthropology Honors course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the differences and similarities, both biological and cultural, in human populations. Students recognize the characteristics that define their culture and gain an appreciation for the culture of others. Content should include, but is not limited to, human biological and cultural origins, adaptation to the physical environment, the diversity of human behavior, the evolution of social and cultural institutions, patterns of language development, family and kinship relationships, and the effect of change on cultural institutions.

**Honors/Advanced courses** offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

## RELATED BENCHMARKS:

### **LACC.910.RH.1**

LACC.910.RH.1.1:

#### **Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LACC.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### **LACC.910.RH.2**

LACC.910.RH.2.4:

#### **Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LACC.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**LACC.910.RH.3:**

LACC.910.RH.3.7:

LACC.910.RH.3.8:

LACC.910.RH.3.9:

**LACC.910.RH.4:**

LACC.910.RH.4.10:

**LACC.910.WHST.1**

LACC.910.WHST.1.1:

LACC.910.WHST.1.1a:

LACC.910.WHST.1.1b:

LACC.910.WHST.1.1c:

LACC.910.WHST.1.1d:

LACC.910.WHST.1.1e:

LACC.910.WHST.1.2:

LACC.910.WHST.1.2a:

LACC.910.WHST.1.2b

LACC.910.WHST.1.2c:

LACC.910.WHST.1.2d:

LACC.910.WHST.1.2e:

LACC.910.WHST.1.2f:

**LACC.910.WHST.2:**

LACC.910.WHST.2.4:

LACC.910.WHST.2.5:

**Integration of Knowledge and Ideas**

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Assess the extent to which the reasoning and evidence in a text support the author's claims.

Compare and contrast treatments of the same topic in several primary and secondary sources.

**Range of Reading and Level of Text Complexity**

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**Text Types and Purposes**

Write arguments focused on discipline-specific content.

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**Production and Distribution of Writing**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.

- SS.912.W.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
- SS.912.W.1.6: Evaluate the role of history in shaping identity and character.
- SS.912.W.3.1: Discuss significant people and beliefs associated with Islam.
- SS.912.W.3.2: Compare the major beliefs and principles of Judaism, Christianity, and Islam.
- SS.912.W.6.4: Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
- SS.912.W.8.7: Compare post-war independence movements in African, Asian, and Caribbean countries.
- SS.912.W.8.9: Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
- SS.912.W.8.10: Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
- SS.912.W.9.1: Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
- SS.912.W.9.3: Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
- SS.912.W.9.4: Describe the causes and effects of twentieth century nationalist conflicts.
- SS.912.W.9.5: Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
- SS.912.W.9.6: Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
- SS.912.W.9.7: Describe the impact of and global response to international terrorism.
- SS.912.A.7.11: Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
- SS.912.A.7.12: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
- SS.912.A.7.14: Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
- SS.912.A.7.15: Analyze the effects of foreign and domestic terrorism on the American people.
- SS.912.A.7.16: Examine changes in immigration policy and attitudes toward immigration since 1950.
- SS.912.A.7.17: Examine key events and key people in Florida history as they relate to United States history.
- SS.912.H.1.4: Explain philosophical beliefs as they relate to works in the arts.
- SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
- SS.912.H.3.2: Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
- SS.912.C.2.2: Evaluate the importance of political participation and civic participation.
- SS.912.C.2.3: Experience the responsibilities of citizens at the local, state, or federal levels.
- SS.912.C.2.4: Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
- SS.912.C.2.10: Monitor current public issues in Florida.
- SS.912.C.2.12: Explain the changing roles of television, radio, press, and Internet in political communication.
- SS.912.C.2.13: Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
- SS.912.C.4.1: Explain how the world's nations are governed differently.

- SS.912.C.4.2: Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
- SS.912.C.4.3: Assess human rights policies of the United States and other countries.
- SS.912.C.4.4: Compare indicators of democratization in multiple countries.
- SS.912.E.2.2: Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
- SS.912.E.3.5: Compare the current United States economy with other developed and developing nations.

## GENERAL INFORMATION

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<b>Course Number:</b>	2109810
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> World and Eastern Hemispheric Histories»
<b>Course Title:</b>	World History-Florida’s Pre-International Baccalaureate
<b>Course Section:</b>	Grades PreK to 12 Education Courses
<b>Abbreviated Title:</b>	WORLD HIST- FL PRE IB
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Year
<b>Course Level:</b>	3
<b>Course Status:</b>	State Board Approved
<b>Graduation Requirements:</b>	World History (WH)

### Course Description:

The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Common Core State Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

### Special Notes:

*Pre-IB courses have been created by individual schools or school districts since before the MYP started. These courses mapped backwards the Diploma Programme (DP) to prepare students as early as age 14. The IB was never involved in creating or approving these courses. The IB acknowledges that it is important for students to receive preparation for taking part in the DP, and that preparation is the MYP. The IB designed the MYP to address the whole child, which, as a result, has a very different philosophical approach that aims at educating all students aged 11-16. Pre-IB courses usually deal with content, with less emphasis upon the needs of the whole child or the affective domain than the MYP. A school can have a course that it calls “pre-IB” as long as it makes it clear that the course and any supporting material have been developed independently of the IB. For this reason, the school must name the course along the lines of, for example, the “Any School pre-IB course”. Source: What is meant by “the pre-IB”? <http://www.ibo.org/myp/curriculum/group3/>  
Published 12/06/2010 Updated 05/23/2011*

### RELATED BENCHMARKS:

Scheme	Descriptor
<b>LACC.910.RH.1</b>	<b>Key Ideas and Details</b>
LACC.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LACC.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.



LACC.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<b>LACC.910.RH.2</b>	<b>Craft and Structure</b>
LACC.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LACC.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LACC.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<b>LACC.910.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>
LACC.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LACC.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LACC.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
<b>LACC.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
LACC.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<b>LACC.910.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.3:	Relate works in the arts to various cultures.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.1:	Locate the extent of Byzantine territory at the height of the empire.
SS.912.W.2.2:	Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.
SS.912.W.2.3:	Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.
SS.912.W.2.4:	Identify key figures associated with the Byzantine Empire.
SS.912.W.2.5:	Explain the contributions of the Byzantine Empire.
SS.912.W.2.6:	Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.
SS.912.W.2.7:	Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.
SS.912.W.2.8:	Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conquerer and Suleyman the Magnificent.
SS.912.W.2.9:	Analyze the impact of the collapse of the Western Roman Empire on Europe.
SS.912.W.2.10:	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
SS.912.W.2.11:	Describe the rise and achievements of significant rulers in medieval Europe.
SS.912.W.2.12:	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.14:	Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.
SS.912.W.2.15:	Determine the factors that contributed to the growth of a modern economy.
SS.912.W.2.16:	Trace the growth and development of national identity in England, France, and Spain.
SS.912.W.2.17:	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
SS.912.W.2.18:	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
SS.912.W.2.19:	Describe the impact of Japan's physiography on its economic and political development.
SS.912.W.2.20:	Summarize the major cultural, economic, political, and religious developments in medieval Japan.
SS.912.W.2.21:	Compare Japanese feudalism with Western European feudalism during the Middle Ages.
SS.912.W.2.22:	Describe Japan's cultural and economic relationship to China and Korea.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam.

- SS.912.W.3.2: Compare the major beliefs and principles of Judaism, Christianity, and Islam.
- SS.912.W.3.3: Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
- SS.912.W.3.4: Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
- SS.912.W.3.5: Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
- SS.912.W.3.6: Describe key economic, political, and social developments in Islamic history.
- SS.912.W.3.7: Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
- SS.912.W.3.8: Identify important figures associated with the Crusades.
- SS.912.W.3.9: Trace the growth of major sub-Saharan African kingdoms and empires.
- SS.912.W.3.10: Identify key significant economic, political, and social characteristics of Ghana.
- SS.912.W.3.11: Identify key figures and significant economic, political, and social characteristics associated with Mali.
- SS.912.W.3.12: Identify key figures and significant economic, political, and social characteristics associated with Songhai.
- SS.912.W.3.13: Compare economic, political, and social developments in East, West, and South Africa.
- SS.912.W.3.14: Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.
- SS.912.W.3.15: Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.
- SS.912.W.3.16: Locate major civilizations of Mesoamerica and Andean South America.
- SS.912.W.3.17: Describe the roles of people in the Maya, Inca, and Aztec societies.
- SS.912.W.3.18: Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
- SS.912.W.3.19: Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.
- SS.912.W.4.1: Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).
- SS.912.W.4.2: Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
- SS.912.W.4.3: Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.
- SS.912.W.4.4: Identify characteristics of Renaissance humanism in works of art.
- SS.912.W.4.5: Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
- SS.912.W.4.6: Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
- SS.912.W.4.7: Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
- SS.912.W.4.8: Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.
- SS.912.W.4.9: Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.
- SS.912.W.4.10: Identify the major contributions of individuals associated with the Scientific Revolution.
- SS.912.W.4.11: Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
- SS.912.W.4.12: Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
- SS.912.W.4.13: Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.

- SS.912.W.4.14: Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
- SS.912.W.4.15: Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
- SS.912.W.5.1: Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.
- SS.912.W.5.2: Identify major causes of the Enlightenment.
- SS.912.W.5.3: Summarize the major ideas of Enlightenment philosophers.
- SS.912.W.5.4: Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
- SS.912.W.5.5: Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
- SS.912.W.5.6: Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.
- SS.912.W.5.7: Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.
- SS.912.W.6.1: Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.
- SS.912.W.6.2: Summarize the social and economic effects of the Industrial Revolution.
- SS.912.W.6.3: Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
- SS.912.W.6.4: Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
- SS.912.W.6.5: Summarize the causes, key events, and effects of the unification of Italy and Germany.
- SS.912.W.6.6: Analyze the causes and effects of imperialism.
- SS.912.W.6.7: Identify major events in China during the 19th and early 20th centuries related to imperialism.
- SS.912.W.7.1: Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.
- SS.912.W.7.2: Describe the changing nature of warfare during World War I.
- SS.912.W.7.3: Summarize significant effects of World War I.
- SS.912.W.7.4: Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
- SS.912.W.7.5: Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
- SS.912.W.7.6: Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
- SS.912.W.7.7: Trace the causes and key events related to World War II.
- SS.912.W.7.8: Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
- SS.912.W.7.9: Identify the wartime strategy and post-war plans of the Allied leaders.
- SS.912.W.7.10: Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.
- SS.912.W.7.11: Describe the effects of World War II.

- SS.912.W.8.1: Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.
- SS.912.W.8.2: Describe characteristics of the early Cold War.
- SS.912.W.8.3: Summarize key developments in post-war China.
- SS.912.W.8.4: Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
- SS.912.W.8.5: Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.
- SS.912.W.8.6: Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
- SS.912.W.8.7: Compare post-war independence movements in African, Asian, and Caribbean countries.
- SS.912.W.8.8: Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
- SS.912.W.8.9: Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
- SS.912.W.8.10: Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
- SS.912.W.9.1: Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
- SS.912.W.9.2: Describe the causes and effects of post-World War II economic and demographic changes.
- SS.912.W.9.3: Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
- SS.912.W.9.4: Describe the causes and effects of twentieth century nationalist conflicts.
- SS.912.W.9.5: Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
- SS.912.W.9.6: Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
- SS.912.W.9.7: Describe the impact of and global response to international terrorism.

## GENERAL INFORMATION

<b>Course Number:</b>	2109430
<b>Course Title:</b>	Holocaust
<b>Course Abbreviated Title:</b>	HOLOCAUST
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> World and Eastern Hemispheric Histories»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Holocaust</b> – The grade 9-12 Holocaust course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany. Content will include, but is not limited to, the examination of twentieth century pogroms and of twentieth century and twenty-first century genocides, investigation of human behavior during this period, and an understanding of the ramifications of prejudice, racism, and stereotyping.

## RELATED BENCHMARKS:

### **LACC.910.RH.1**

LACC.910.RH.1.1:

#### **Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LACC.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### **LACC.910.RH.2**

LACC.910.RH.2.4:

#### **Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LACC.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### **LACC.910.RH.3:**

LACC.910.RH.3.7:

#### **Integration of Knowledge and Ideas**

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LACC.910.RH.3.8:

Assess the extent to which the reasoning and evidence in a text support the author's claims.

LACC.910.RH.3.9:

Compare and contrast treatments of the same topic in several primary and secondary sources.

### **LACC.910.RH.4:**

LACC.910.RH.4.10:

#### **Range of Reading and Level of Text Complexity**

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

### **LACC.910.WHST.1**

LACC.910.WHST.1.1:

#### **Text Types and Purposes**

Write arguments focused on discipline-specific content.

LACC.910.WHST.1.1a:

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.

**LACC.910.WHST.4: Range of Writing**



LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.7.3:	Summarize significant effects of World War I.
SS.912.W.7.4:	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
SS.912.W.7.5:	Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
SS.912.W.7.6:	Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

- SS.912.W.7.7: Trace the causes and key events related to World War II.
- SS.912.W.7.8: Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
- SS.912.W.7.9: Identify the wartime strategy and post-war plans of the Allied leaders.
- SS.912.W.7.11: Describe the effects of World War II.
- SS.912.W.8.6: Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
- SS.912.W.9.3: Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
- SS.912.W.9.4: Describe the causes and effects of twentieth century nationalist conflicts.
- SS.912.W.9.5: Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
- SS.912.A.7.11: Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
- SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
- SS.912.C.4.1: Explain how the world's nations are governed differently.
- SS.912.C.4.2: Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
- SS.912.C.4.3: Assess human rights policies of the United States and other countries.

## GENERAL INFORMATION

<b>Course Number:</b>	2109410
<b>Course Title:</b>	Jewish History
<b>Course Abbreviated Title:</b>	JEWISH HIST
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> World and Eastern Hemispheric Histories»
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Jewish History</b> – The grade 9-12 Jewish History course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of the Jewish people by examining the political, economic, socio-cultural, religious, and military events that affected the religious and cultural group. Content will include, but is not limited to, the development of Jewish heritage, Jewish life before and after the revelation of the Torah, entrance into the Holyland, the Monarchy and Two Temple periods, Jewish life in America and Europe, Jewish life in Eastern Europe and the growth of Hasidic movement, the Holocaust, Zionism and the modern Jewish state.

## RELATED BENCHMARKS:

### **LACC.910.RH.1**

LACC.910.RH.1.1:

#### **Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LACC.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### **LACC.910.RH.2**

LACC.910.RH.2.4:

#### **Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LACC.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### **LACC.910.RH.3:**

LACC.910.RH.3.7:

#### **Integration of Knowledge and Ideas**

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LACC.910.RH.3.8:

Assess the extent to which the reasoning and evidence in a text support the author's claims.

LACC.910.RH.3.9:

Compare and contrast treatments of the same topic in several primary and secondary sources.

### **LACC.910.RH.4:**

LACC.910.RH.4.10:

#### **Range of Reading and Level of Text Complexity**

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

### **LACC.910.WHST.1**

LACC.910.WHST.1.1:

#### **Text Types and Purposes**

Write arguments focused on discipline-specific content.

LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.

**LACC.910.WHST.4:**  
LACC.910.WHST.4.10:

**Range of Writing**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MACC.K12.MP**  
MACC.K12.MP.1  
MACC.K12.MP.3  
MACC.K12.MP.5  
MACC.K12.MP.6

**Mathematical Practices**

Make sense of problems and persevere in solving them.

Construct viable arguments and critique the reasoning of others.

Use appropriate tools strategically.

Attend to precision.

SS.912.G.1.1:

Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

SS.912.G.1.2:

Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.1.3:

Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

SS.912.G.1.4

Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

SS.912.G.2.1:

Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.2.2:

Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

SS.912.G.2.3:

Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

SS.912.G.4.1:

Interpret population growth and other demographic data for any given place.

SS.912.G.4.2:

Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

SS.912.G.4.3:

Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

SS.912.G.4.7:

Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

SS.912.G.4.9:

Use political maps to describe the change in boundaries and governments within continents over time.

SS.912.W.1.1:

Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.2:

Compare time measurement systems used by different cultures.

SS.912.W.1.3:

Interpret and evaluate primary and secondary sources.

SS.912.W.1.4:

Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.W.1.5:

Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.W.1.6:

Evaluate the role of history in shaping identity and character.

SS.912.W.2.13:

Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.

SS.912.W.3.2:

Compare the major beliefs and principles of Judaism, Christianity, and Islam.

SS.912.W.6.4:

Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

SS.912.W.7.5:

Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.

SS.912.W.7.6:

Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

SS.912.W.7.7:	Trace the causes and key events related to World War II.
SS.912.W.7.8:	Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
SS.912.W.7.11:	Describe the effects of World War II.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.

## GENERAL INFORMATION

<b>Course Number:</b>	2109350
<b>Course Title:</b>	Contemporary History
<b>Course Abbreviated Title:</b>	CONTEMP HIST
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> World and Eastern Hemispheric Histories»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Contemporary History</b> – The grade 9-12 Contemporary History course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the development of the contemporary world within the context of history in order to analyze current events. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. Content should include, but is not limited to, world events and trends in the 20 <sup>th</sup> and 21 <sup>st</sup> centuries with emphasis on the past two decades, historical antecedents of contemporary political, social, economic and religious issues, impact of religious thought on contemporary world issues, interaction among science, technology and society, influence of significant historical and contemporary, figures and events on the present, and projection of current trends and movements.

## RELATED BENCHMARKS:

### **LACC.910.RH.1**

LACC.910.RH.1.1:

#### **Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LACC.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### **LACC.910.RH.2**

LACC.910.RH.2.4:

#### **Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LACC.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### **LACC.910.RH.3:**

LACC.910.RH.3.7:

#### **Integration of Knowledge and Ideas**

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LACC.910.RH.3.8:

Assess the extent to which the reasoning and evidence in a text support the author's claims.

LACC.910.RH.3.9:

Compare and contrast treatments of the same topic in several primary and secondary sources.

### **LACC.910.RH.4:**

LACC.910.RH.4.10:

#### **Range of Reading and Level of Text Complexity**

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

### **LACC.910.WHST.1**

LACC.910.WHST.1.1:

#### **Text Types and Purposes**

Write arguments focused on discipline-specific content.

LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.



**LACC.910.WHST.4:**  
LACC.910.WHST.4.10:

**Range of Writing**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MACC.K12.MP**  
MACC.K12.MP.1  
MACC.K12.MP.3  
MACC.K12.MP.5  
MACC.K12.MP.6

**Mathematical Practices**

Make sense of problems and persevere in solving them.

Construct viable arguments and critique the reasoning of others.

Use appropriate tools strategically.

Attend to precision.

SS.912.G.1.1:

Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

SS.912.G.1.2:

Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.1.3:

Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

SS.912.G.1.4

Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

SS.912.G.2.1:

Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.2.2:

Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

SS.912.G.2.3:

Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

SS.912.G.4.1:

Interpret population growth and other demographic data for any given place.

SS.912.G.4.2:

Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

SS.912.G.4.3:

Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

SS.912.G.4.7:

Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

SS.912.G.4.9:

Use political maps to describe the change in boundaries and governments within continents over time.

SS.912.W.1.1:

Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.2:

Compare time measurement systems used by different cultures.

SS.912.W.1.3:

Interpret and evaluate primary and secondary sources.

SS.912.W.1.4:

Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.W.1.5:

Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.W.1.6:

Evaluate the role of history in shaping identity and character.

SS.912.W.3.1:

Discuss significant people and beliefs associated with Islam.

SS.912.W.3.2:

Compare the major beliefs and principles of Judaism, Christianity, and Islam.

SS.912.W.6.4:

Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

SS.912.W.8.7:

Compare post-war independence movements in African, Asian, and Caribbean countries.

SS.912.W.8.9:

Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.

SS.912.W.8.10:

Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.

SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.W.9.6:	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.A.7.14:	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
SS.912.A.7.15:	Analyze the effects of foreign and domestic terrorism on the American people.
SS.912.A.7.16:	Examine changes in immigration policy and attitudes toward immigration since 1950.
SS.912.A.7.17:	Examine key events and key people in Florida history as they relate to United States history.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
SS.912.C.2.10:	Monitor current public issues in Florida.
SS.912.C.2.12:	Explain the changing roles of television, radio, press, and Internet in political communication.
SS.912.C.2.13:	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.C.4.4:	Compare indicators of democratization in multiple countries.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations.

## GENERAL INFORMATION

<b>Course Number:</b>	2109330
<b>Course Title:</b>	African History
<b>Course Abbreviated Title:</b>	AFRICAN HIST
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> World and Eastern Hemispheric Histories»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>African History</b> – The grade 9-12 African History course consists of the following content area strands: World History, American History, Geography, Economics, and Humanities. The primary content emphasis for this course pertains to the study of the chronological development of Africa by examining the political, economic, social, religious, military and cultural events that affected the continent. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of the continent including, but not limited to, the physical geography of Africa, prehistory on the African continent, early African civilizations and empires, traditional African religious tradition and cultures, colonialism in Africa, the evolution of political systems and philosophies in African societies and nations, African independence movements and nationalism, major historical figures and events in African history, and contemporary African affairs.

## RELATED BENCHMARKS:

### **LACC.910.RH.1**

LACC.910.RH.1.1:

#### **Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LACC.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### **LACC.910.RH.2**

LACC.910.RH.2.4:

#### **Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LACC.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### **LACC.910.RH.3:**

LACC.910.RH.3.7:

#### **Integration of Knowledge and Ideas**

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LACC.910.RH.3.8:

Assess the extent to which the reasoning and evidence in a text support the author's claims.

LACC.910.RH.3.9:

Compare and contrast treatments of the same topic in several primary and secondary sources.

### **LACC.910.RH.4:**

LACC.910.RH.4.10:

#### **Range of Reading and Level of Text Complexity**

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

### **LACC.910.WHST.1**

LACC.910.WHST.1.1:

#### **Text Types and Purposes**

Write arguments focused on discipline-specific content.

LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.

**LACC.910.WHST.4:**  
LACC.910.WHST.4.10:

**Range of Writing**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MACC.K12.MP**  
MACC.K12.MP.1  
MACC.K12.MP.3  
MACC.K12.MP.5  
MACC.K12.MP.6

**Mathematical Practices**

Make sense of problems and persevere in solving them.

Construct viable arguments and critique the reasoning of others.

Use appropriate tools strategically.

Attend to precision.

SS.912.G.1.1:

Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

SS.912.G.1.2:

Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.1.3:

Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

SS.912.G.1.4

Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

SS.912.G.2.1:

Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.2.2:

Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

SS.912.G.2.3:

Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

SS.912.G.4.1:

Interpret population growth and other demographic data for any given place.

SS.912.G.4.2:

Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

SS.912.G.4.3:

Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

SS.912.G.4.7:

Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

SS.912.G.4.9:

Use political maps to describe the change in boundaries and governments within continents over time.

SS.912.W.1.1:

Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.2:

Compare time measurement systems used by different cultures.

SS.912.W.1.3:

Interpret and evaluate primary and secondary sources.

SS.912.W.1.4:

Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.W.1.5:

Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.W.1.6:

Evaluate the role of history in shaping identity and character.

SS.912.W.3.1:

Discuss significant people and beliefs associated with Islam.

SS.912.W.3.2:

Compare the major beliefs and principles of Judaism, Christianity, and Islam.

SS.912.W.3.3:

Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.

SS.912.W.3.4:

Describe the expansion of Islam into India and the relationship between Muslims and Hindus.

SS.912.W.3.5:

Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.

SS.912.W.3.6:

Describe key economic, political, and social developments in Islamic history.

SS.912.W.3.7:

Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.

SS.912.W.3.9:

Trace the growth of major sub-Saharan African kingdoms and empires.

SS.912.W.3.10:	Identify key significant economic, political, and social characteristics of Ghana.
SS.912.W.3.11:	Identify key figures and significant economic, political, and social characteristics associated with Mali.
SS.912.W.3.12:	Identify key figures and significant economic, political, and social characteristics associated with Songhai.
SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.
SS.912.W.3.14:	Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.
SS.912.W.4.12:	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.4.15:	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.E.3.1	Demonstrate the impact of inflation on world economies.
SS.912.E.3.3	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
SS.912.E.3.4	Assess the economic impact of negative and positive externalities on the international environment.

## GENERAL INFORMATION

<b>Course Number:</b>	2109320
<b>Course Title:</b>	World History Honors
<b>Course Abbreviated Title:</b>	WORLD HIST HON
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> World and Eastern Hemispheric Histories »
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Year
<b>Course Level:</b>	3
<b>Status:</b>	Pending State Board Approval
<b>Graduation Requirements:</b>	World History (WH)

**General Notes:** **World History 9-12 Course** – The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

**Honors/Advanced courses** offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

## RELATED BENCHMARKS:

Scheme	Descriptor
<b>LACC.910.RH.1</b>	<b>Key Ideas and Details</b>
LACC.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LACC.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LACC.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<b>LACC.910.RH.2</b>	<b>Craft and Structure</b>
LACC.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LACC.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LACC.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<b>LACC.910.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>

LACC.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LACC.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LACC.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
<b>LACC.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
LACC.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<b>LACC.910.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.



<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.3:	Relate works in the arts to various cultures.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
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- SS.912.W.4.8: Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.
- SS.912.W.4.9: Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.
- SS.912.W.4.10: Identify the major contributions of individuals associated with the Scientific Revolution.
- SS.912.W.4.11: Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
- SS.912.W.4.12: Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
- SS.912.W.4.13: Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
- SS.912.W.4.14: Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
- SS.912.W.4.15: Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
- SS.912.W.5.1: Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.
- SS.912.W.5.2: Identify major causes of the Enlightenment.
- SS.912.W.5.3: Summarize the major ideas of Enlightenment philosophers.
- SS.912.W.5.4: Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

- SS.912.W.5.5: Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
- SS.912.W.5.6: Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.
- SS.912.W.5.7: Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.
- SS.912.W.6.1: Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.
- SS.912.W.6.2: Summarize the social and economic effects of the Industrial Revolution.
- SS.912.W.6.3: Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
- SS.912.W.6.4: Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
- SS.912.W.6.5: Summarize the causes, key events, and effects of the unification of Italy and Germany.
- SS.912.W.6.6: Analyze the causes and effects of imperialism.
- SS.912.W.6.7: Identify major events in China during the 19th and early 20th centuries related to imperialism.
- SS.912.W.7.1: Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.
- SS.912.W.7.2: Describe the changing nature of warfare during World War I.
- SS.912.W.7.3: Summarize significant effects of World War I.
- SS.912.W.7.4: Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
- SS.912.W.7.5: Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
- SS.912.W.7.6: Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
- SS.912.W.7.7: Trace the causes and key events related to World War II.
- SS.912.W.7.8: Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
- SS.912.W.7.9: Identify the wartime strategy and post-war plans of the Allied leaders.
- SS.912.W.7.10: Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.
- SS.912.W.7.11: Describe the effects of World War II.
- SS.912.W.8.1: Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.
- SS.912.W.8.2: Describe characteristics of the early Cold War.
- SS.912.W.8.3: Summarize key developments in post-war China.
- SS.912.W.8.4: Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
- SS.912.W.8.5: Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.
- SS.912.W.8.6: Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
- SS.912.W.8.7: Compare post-war independence movements in African, Asian, and Caribbean countries.

- SS.912.W.8.8: Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
- SS.912.W.8.9: Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
- SS.912.W.8.10: Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
- SS.912.W.9.1: Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
- SS.912.W.9.2: Describe the causes and effects of post-World War II economic and demographic changes.
- SS.912.W.9.3: Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
- SS.912.W.9.4: Describe the causes and effects of twentieth century nationalist conflicts.
- SS.912.W.9.5: Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
- SS.912.W.9.6: Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
- SS.912.W.9.7: Describe the impact of and global response to international terrorism.

## GENERAL INFORMATION

<b>Course Number:</b>	2109315
<b>Course Title:</b>	World History for Credit Recovery
<b>Course Abbreviated Title:</b>	WORLD HIST CR
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> World and Eastern Hemispheric Histories »
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Varies
<b>Course Level:</b>	2
<b>Status:</b>	Pending State Board Approval
<b>Graduation Requirements:</b>	World History (WH)
<b>General Notes:</b>	<b>World History 9-12 Course</b> – The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

<b>Special Note:</b>	Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Common Core State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.
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## RELATED BENCHMARKS:

Scheme	Descriptor
<b>LACC.910.RH.1</b>	<b>Key Ideas and Details</b>
LACC.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LACC.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LACC.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<b>LACC.910.RH.2</b>	<b>Craft and Structure</b>
LACC.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LACC.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<b>LACC.910.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>
LACC.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LACC.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LACC.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
<b>LACC.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
LACC.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<b>LACC.910.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.3:	Relate works in the arts to various cultures.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
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- SS.912.W.4.7: Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
- SS.912.W.4.8: Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.
- SS.912.W.4.9: Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.
- SS.912.W.4.10: Identify the major contributions of individuals associated with the Scientific Revolution.
- SS.912.W.4.11: Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
- SS.912.W.4.12: Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
- SS.912.W.4.13: Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
- SS.912.W.4.14: Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
- SS.912.W.4.15: Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.

- SS.912.W.5.1: Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.
- SS.912.W.5.2: Identify major causes of the Enlightenment.
- SS.912.W.5.3: Summarize the major ideas of Enlightenment philosophers.
- SS.912.W.5.4: Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
- SS.912.W.5.5: Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
- SS.912.W.5.6: Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.
- SS.912.W.5.7: Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.
- SS.912.W.6.1: Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.
- SS.912.W.6.2: Summarize the social and economic effects of the Industrial Revolution.
- SS.912.W.6.3: Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
- SS.912.W.6.4: Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
- SS.912.W.6.5: Summarize the causes, key events, and effects of the unification of Italy and Germany.
- SS.912.W.6.6: Analyze the causes and effects of imperialism.
- SS.912.W.6.7: Identify major events in China during the 19th and early 20th centuries related to imperialism.
- SS.912.W.7.1: Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.
- SS.912.W.7.2: Describe the changing nature of warfare during World War I.
- SS.912.W.7.3: Summarize significant effects of World War I.
- SS.912.W.7.4: Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
- SS.912.W.7.5: Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
- SS.912.W.7.6: Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
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- SS.912.W.7.9: Identify the wartime strategy and post-war plans of the Allied leaders.
- SS.912.W.7.10: Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.
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- SS.912.W.8.1: Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.
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- SS.912.W.8.3: Summarize key developments in post-war China.
- SS.912.W.8.4: Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.

- SS.912.W.8.5: Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.
- SS.912.W.8.6: Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
- SS.912.W.8.7: Compare post-war independence movements in African, Asian, and Caribbean countries.
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- SS.912.W.8.9: Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
- SS.912.W.8.10: Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
- SS.912.W.9.1: Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
- SS.912.W.9.2: Describe the causes and effects of post-World War II economic and demographic changes.
- SS.912.W.9.3: Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
- SS.912.W.9.4: Describe the causes and effects of twentieth century nationalist conflicts.
- SS.912.W.9.5: Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
- SS.912.W.9.6: Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
- SS.912.W.9.7: Describe the impact of and global response to international terrorism.

## GENERAL INFORMATION

<b>Course Number:</b>	2109310
<b>Course Title:</b>	World History
<b>Course Abbreviated Title:</b>	WORLD HIST
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> World and Eastern Hemispheric Histories »
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	Pending State Board Approval
<b>Graduation Requirements:</b>	World History (WH)
<b>General Notes:</b>	<b>World History 9-12 Course</b> – The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

## RELATED BENCHMARKS:

Scheme	Descriptor
<b>LACC.910.RH.1</b>	<b>Key Ideas and Details</b>
LACC.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LACC.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LACC.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<b>LACC.910.RH.2</b>	<b>Craft and Structure</b>
LACC.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LACC.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LACC.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<b>LACC.910.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>
LACC.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LACC.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LACC.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
<b>LACC.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
LACC.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<b>LACC.910.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.910.WHST.1.1:	Write arguments focused on discipline-specific content.

LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.

**LACC.910.WHST.4:**  
LACC.910.WHST.4.10:

**Range of Writing**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MACC.K12.MP**  
MACC.K12.MP.1  
MACC.K12.MP.3  
MACC.K12.MP.5  
MACC.K12.MP.6

**Mathematical Practices**

Make sense of problems and persevere in solving them.

Construct viable arguments and critique the reasoning of others.

Use appropriate tools strategically.

Attend to precision.

SS.912.G.1.1:

Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

SS.912.G.1.2:

Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.1.3:

Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

SS.912.G.2.1:

Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.2.2:

Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

SS.912.G.2.3:

Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

SS.912.G.4.1:

Interpret population growth and other demographic data for any given place.

SS.912.G.4.2:

Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

SS.912.G.4.3:

Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

SS.912.G.4.7:

Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

SS.912.G.4.9:

Use political maps to describe the change in boundaries and governments within continents over time.

SS.912.H.1.3:

Relate works in the arts to various cultures.

SS.912.H.3.1:

Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

SS.912.W.1.1:

Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.2:

Compare time measurement systems used by different cultures.

SS.912.W.1.3:

Interpret and evaluate primary and secondary sources.

SS.912.W.1.4:

Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.W.1.5:

Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.W.1.6:

Evaluate the role of history in shaping identity and character.

SS.912.W.2.1:

Locate the extent of Byzantine territory at the height of the empire.

SS.912.W.2.2:

Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.

SS.912.W.2.3:

Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.

SS.912.W.2.4:

Identify key figures associated with the Byzantine Empire.

SS.912.W.2.5:

Explain the contributions of the Byzantine Empire.

SS.912.W.2.6:

Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.

SS.912.W.2.7:

Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.

- SS.912.W.2.8: Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conquerer and Suleyman the Magnificent.
- SS.912.W.2.9: Analyze the impact of the collapse of the Western Roman Empire on Europe.
- SS.912.W.2.10: Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
- SS.912.W.2.11: Describe the rise and achievements of significant rulers in medieval Europe.
- SS.912.W.2.12: Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
- SS.912.W.2.13: Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
- SS.912.W.2.14: Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.
- SS.912.W.2.15: Determine the factors that contributed to the growth of a modern economy.
- SS.912.W.2.16: Trace the growth and development of national identity in England, France, and Spain.
- SS.912.W.2.17: Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
- SS.912.W.2.18: Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
- SS.912.W.2.19: Describe the impact of Japan's physiography on its economic and political development.
- SS.912.W.2.20: Summarize the major cultural, economic, political, and religious developments in medieval Japan.
- SS.912.W.2.21: Compare Japanese feudalism with Western European feudalism during the Middle Ages.
- SS.912.W.2.22: Describe Japan's cultural and economic relationship to China and Korea.
- SS.912.W.3.1: Discuss significant people and beliefs associated with Islam.
- SS.912.W.3.2: Compare the major beliefs and principles of Judaism, Christianity, and Islam.
- SS.912.W.3.3: Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
- SS.912.W.3.4: Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
- SS.912.W.3.5: Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
- SS.912.W.3.6: Describe key economic, political, and social developments in Islamic history.
- SS.912.W.3.7: Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
- SS.912.W.3.8: Identify important figures associated with the Crusades.
- SS.912.W.3.9: Trace the growth of major sub-Saharan African kingdoms and empires.
- SS.912.W.3.10: Identify key significant economic, political, and social characteristics of Ghana.
- SS.912.W.3.11: Identify key figures and significant economic, political, and social characteristics associated with Mali.
- SS.912.W.3.12: Identify key figures and significant economic, political, and social characteristics associated with Songhai.
- SS.912.W.3.13: Compare economic, political, and social developments in East, West, and South Africa.
- SS.912.W.3.14: Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.
- SS.912.W.3.15: Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.
- SS.912.W.3.16: Locate major civilizations of Mesoamerica and Andean South America.
- SS.912.W.3.17: Describe the roles of people in the Maya, Inca, and Aztec societies.



- SS.912.W.3.18: Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
- SS.912.W.3.19: Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.
- SS.912.W.4.1: Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).
- SS.912.W.4.2: Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
- SS.912.W.4.3: Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.
- SS.912.W.4.4: Identify characteristics of Renaissance humanism in works of art.
- SS.912.W.4.5: Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
- SS.912.W.4.6: Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
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- SS.912.W.7.2: Describe the changing nature of warfare during World War I.
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- SS.912.W.7.9: Identify the wartime strategy and post-war plans of the Allied leaders.
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- SS.912.W.8.6: Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
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- SS.912.W.9.2: Describe the causes and effects of post-World War II economic and demographic changes.
- SS.912.W.9.3: Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda,

and Darfur, and describe various governmental and non-governmental responses to them.

SS.912.W.9.4:

Describe the causes and effects of twentieth century nationalist conflicts.

SS.912.W.9.5:

Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

SS.912.W.9.6:

Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.

SS.912.W.9.7:

Describe the impact of and global response to international terrorism.

## GENERAL INFORMATION

<b>Course Number:</b>	2108300
<b>Course Title:</b>	Sociology
<b>Course Abbreviated Title:</b>	SOCIOLOGY
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Sociology»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Sociology</b> –Through the study of sociology, students acquire an understanding of group interaction and its impact on individuals in order that they may have a greater awareness of the beliefs, values and behavior patterns of others. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society.

The content should include, but is not limited to, the following:

- methods of study employed by sociologists
- social institutions and norms
- social classes
- relationships between the sexes
- racial and ethnic groups
- societal determinants
- group behavior
- socialization process, including the transmission of group behavior
- social deviation
- social conflict
- social stratification
- social participation
- role of social organizations and institutions, including their interrelationships and interdependence

**Course Requirements.** After successfully completing this course, the student will:

1. Recognize that the study of sociology provides a way of understanding human behavior and that scientific procedures are used to improve our understanding of human relationships and the problems of society.
2. Understand the characteristics of social groups, their interrelationships, interdependence and differences.
3. Define social structure and explain its significance.
4. Recognize how social needs may be met in social institutions.
5. Understand the interrelationship between values, norms and institutions, and their effects on society.
6. Identify ways people acquire beliefs, values and behavior patterns.
7. Recognize the existence of situations or conditions that are social problems and propose ways to address them.
8. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

## GENERAL INFORMATION

<b>Course Number:</b>	2107310
<b>Course Title:</b>	Psychology 2
<b>Course Abbreviated Title:</b>	PSYCH 2
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Psychology»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction, and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others.

The content should include, but is not limited to, the following:

- statistical research
- psychobiology
- motivation and emotion
- sensation and perception
- states of consciousness
- psychological testing
- social psychology

**Course Requirements.** After successfully completing this course, the student will:

1. Recognize the types and applications of descriptive and inferential statistics.
2. Understand the complex relationship between the physical body and human behavior.
3. Extract major principles of motivation and emotional theory to better understand one's own behavior and the behavior of others.
4. Describe the various methods by which human beings receive and process sensations and organize sensory data into meaningful wholes through which they perceive their world.
5. Recognize various states of consciousness and how they impact human behavior.
6. Understand the need for psychological testing and recognize its appropriate uses and limitations in daily life.
7. Understand theories of human interaction and the impact of attitudes, opinions and beliefs on human interaction.
8. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

## GENERAL INFORMATION

<b>Course Number:</b>	2107300
<b>Course Title:</b>	Psychology 1
<b>Course Abbreviated Title:</b>	PSYCH 1
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Psychology»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Psychology 1</b> – Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others.

The content should include, but is not limited to, the following:

- major theories and orientations of psychology
- psychological methodology
- memory and cognition
- human growth and development
- personality
- abnormal behavior
- psychological therapies
- stress/coping strategies
- mental health

**Course Requirements.** After successfully completing this course, the student will:

1. Recognize that the study of psychology provides an organized scientific way of understanding human behavior, growth and development.
2. Understand and appreciate the various theories or orientations which psychologists have developed to explain human behavior.
3. Understand the basic methods and techniques used by psychologists to investigate human behavior.
4. Explain the various methods by which human beings acquire specific behaviors and build those specific behaviors into appropriate patterns of behaviors.
5. Understand how information is collected, organized, processed and recalled by the brain and used to build a database of knowledge in human beings.
6. Describe the stages of psychological development and recognize the relationship between physical and chronological development and psychological development.
7. Recognize various forms of abnormal behavior, possible causes of those abnormal behaviors and modern therapies to correct abnormal behaviors.
8. Recognize the relationship between stress and psychological well being.
9. Apply research, study, critical-thinking and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

# Course: 2106480 Constitutional Law Honors

Direct link to this

page: <http://www.floridastandards.org/Courses/CoursePagePublicPreviewCourse653.aspx>

## BASIC INFORMATION

<b>Course Title:</b>	Constitutional Law Honors
<b>Course Number:</b>	2106480
<b>Course Abbreviated Title:</b>	CONST LAW HON
<b>Course Path:</b>	<b>Section:</b> <a href="#">Grades PreK to 12 Education Courses</a> » <b>Grade Group:</b> <a href="#">Grades 9 to 12 and Adult Education Courses</a> » <b>Subject:</b> <a href="#">Social Studies</a> » <b>SubSubject:</b> <a href="#">Political Sciences</a> »
<b>Number of Credits:</b>	One credit (1)
<b>Course length:</b>	Year
<b>Course Level:</b>	3
<b>Status:</b>	State Board Approved



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## GENERAL INFORMATION

<b>Course Number:</b>	2106468
<b>Course Title:</b>	Constitutional Law Honors
<b>Course Abbreviated Title:</b>	CONST LAW HON
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Science»
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Year
<b>Course Level:</b>	3
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Constitutional Law</b> – The grade 9-12 Constitutional Law course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of major legal precedents and evolving judicial interpretations associated with the United States Constitution. Content should include, but is not limited to, the evaluation of historical and contemporary constitutional dilemmas through an analysis of legal documents, processes and cases; an examination of the evolution of constitutional government from ancient times to the present; a historical review of the British legal system and its role as a framework for the U.S. Constitution; the arguments in support of our republican form of government, as they are embodied in the the Federalist Papers; an examination of the constitution of the state of Florida, its current amendment process, and recent amendments approved by Florida voters; a comparison between the constitutional frameworks of other nations with that of the United States; a review and application of major Supreme Court decisions and the impact of both majority and minority opinions; the understanding of constitutional concepts and provisions establishing the power of the courts including separation of powers, checks and balances, the rule of law, an independent judiciary, and judicial review; and appellate processes and procedures to address constitutional questions.

This course will incorporate the development of a written appellate brief addressing a contemporary constitutional question and the presentation of oral arguments to defend their position legally. This course is designed to provide an in-depth study of this topic to students who are interested in pursuing post secondary careers in law, law enforcement, governmental service, or a law related field.

**Honors/Advanced courses** offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

## RELATED BENCHMARKS:

### **LACC.910.RH.1**

LACC.910.RH.1.1:

### **Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.



LACC.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LACC.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<b>LACC.910.RH.2</b>	<b>Craft and Structure</b>
LACC.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LACC.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LACC.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<b>LACC.910.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>
LACC.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LACC.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LACC.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
<b>LACC.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
LACC.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<b>LACC.910.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.

- SS.912.C.1.2: Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
- SS.912.C.1.3: Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
- SS.912.C.1.4: Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
- SS.912.C.1.5: Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
- SS.912.C.2.1: Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
- SS.912.C.2.4: Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
- SS.912.C.2.6: Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
- SS.912.C.2.7: Explain why rights have limits and are not absolute.
- SS.912.C.2.8: Analyze the impact of citizen participation as a means of achieving political and social change.
- SS.912.C.2.9: Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
- SS.912.C.2.10: Monitor current public issues in Florida.
- SS.912.C.2.11: Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
- SS.912.C.2.13: Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
- SS.912.C.3.1: Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
- SS.912.C.3.2: Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
- SS.912.C.3.3: Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
- SS.912.C.3.4: Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
- SS.912.C.3.5: Identify the impact of independent regulatory agencies in the federal bureaucracy.
- SS.912.C.3.6: Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
- SS.912.C.3.7: Describe the role of judicial review in American constitutional government.
- SS.912.C.3.8: Compare the role of judges on the state and federal level with other elected officials.
- SS.912.C.3.9: Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
- SS.912.C.3.10: Evaluate the significance and outcomes of landmark Supreme Court cases.
- SS.912.C.3.11: Contrast how the Constitution safeguards and limits individual rights.
- SS.912.C.3.12: Simulate the judicial decision-making process in interpreting law at the state and federal level.
- SS.912.C.3.14: Examine constitutional powers (expressed, implied, concurrent, reserved).
- SS.912.C.3.15: Examine how power and responsibility are distributed, shared, and limited by the Constitution.
- SS.912.E.2.2: Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.

- SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
- SS.912.G.1.4 Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
- SS.912.G.4.1: Interpret population growth and other demographic data for any given place.
- SS.912.H.1.6: Analyze how current events are explained by artistic and cultural trends of the past.
- SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.
- SS.912.W.1.2: Compare time measurement systems used by different cultures.
- SS.912.W.1.3: Interpret and evaluate primary and secondary sources.
- SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.
- SS.912.W.1.6: Evaluate the role of history in shaping identity and character.
- SS.912.W.2.18: Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
- SS.912.W.5.4: Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

## **GENERAL INFORMATION**

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<b>Course Number:</b>	2106460
<b>Course Title:</b>	The American Political System: Process and Power Honors
<b>Course Abbreviated Title:</b>	AMER POLIT SYSS HON
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Science»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	3
<b>Graduation Requirement:</b>	American Government (AG)
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>The American Political System: Process and Power Honors</b> – The grade 9-12 The American Political System: Process and Power Honors course consists of the following content area strands: American History, Geography, Civics and Government. The primary content for the course pertains to the study of the political system in America and the dynamics of political issues. Content should include, but is not limited to, the nature of political behavior, power acquisition, maintenance, and extension, classical and modern political theorists, comparison of political systems, evolution of democratic political systems, functions of the three branches of government at the local, state and national levels, Florida government, including the Florida Constitution, municipal and county government, constitutional framework, federalism, and separation of power, including study of the Declaration of Independence, the U.S. Constitution, and the Federalist Papers, evolving role of political parties and interest groups in determining government policy, political decision-making process, the role of women and diverse cultural groups in the development of our political system, and career opportunities available in the government system.

**Honors/Advanced courses** offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

**Special Notes:** Students earning credit in this course may not earn credit in American Government (2106310) or American Government Honors (2106320).

Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states

- United States, major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at

### **Instructional Practices**

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **RELATED BENCHMARKS:**

#### **LACC.910.RH.1**

LACC.910.RH.1.1:

LACC.910.RH.1.2:

LACC.910.RH.1.3:

#### **Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

#### **LACC.910.RH.2**

LACC.910.RH.2.4:

LACC.910.RH.2.5:

LACC.910.RH.2.6:

#### **Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

#### **LACC.910.RH.3:**

LACC.910.RH.3.7:

LACC.910.RH.3.8:

LACC.910.RH.3.9:

#### **Integration of Knowledge and Ideas**

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Assess the extent to which the reasoning and evidence in a text support the author's claims.

Compare and contrast treatments of the same topic in several primary and secondary sources.

#### **LACC.910.RH.4:**

LACC.910.RH.4.10:

#### **Range of Reading and Level of Text Complexity**

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

#### **LACC.910.WHST.1**

LACC.910.WHST.1.1:

#### **Text Types and Purposes**

Write arguments focused on discipline-specific content.

LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.

**LACC.910.WHST.4:**  
LACC.910.WHST.4.10:

**Range of Writing**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MACC.K12.MP**  
MACC.K12.MP.1  
MACC.K12.MP.3  
MACC.K12.MP.5  
MACC.K12.MP.6

**Mathematical Practices**

Make sense of problems and persevere in solving them.

Construct viable arguments and critique the reasoning of others.

Use appropriate tools strategically.

Attend to precision.

SS.912.A.1.1:

Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

SS.912.A.1.2:

Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.3:

Utilize timelines to identify the time sequence of historical data.

SS.912.A.1.4:

Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

SS.912.A.1.5:

Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

SS.912.A.1.6:

Use case studies to explore social, political, legal, and economic relationships in history.

SS.912.C.1.1:

Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.

SS.912.C.1.2:

Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.

SS.912.C.1.3:

Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.

SS.912.C.1.4:

Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.

SS.912.C.1.5:

Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.

SS.912.C.2.1:

Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.

SS.912.C.2.2:

Evaluate the importance of political participation and civic participation.

SS.912.C.2.3:

Experience the responsibilities of citizens at the local, state, or federal levels.

SS.912.C.2.4:

Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.

SS.912.C.2.6:

Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.

SS.912.C.2.7:

Explain why rights have limits and are not absolute.

SS.912.C.2.8:

Analyze the impact of citizen participation as a means of achieving political and social change.

SS.912.C.2.9:

Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.

SS.912.C.2.10:

Monitor current public issues in Florida.

SS.912.C.2.11:

Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

SS.912.C.2.12:

Explain the changing roles of television, radio, press, and Internet in political communication.

SS.912.C.2.13:

Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.



SS.912.C.2.14:	Evaluate the processes and results of an election at the state or federal level.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
SS.912.C.2.16:	Analyze trends in voter turnout.
SS.912.C.3.1:	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
SS.912.C.3.2:	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
SS.912.C.3.3:	Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
SS.912.C.3.4:	Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
SS.912.C.3.5:	Identify the impact of independent regulatory agencies in the federal bureaucracy.
SS.912.C.3.6:	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
SS.912.C.3.7:	Describe the role of judicial review in American constitutional government.
SS.912.C.3.8:	Compare the role of judges on the state and federal level with other elected officials.
SS.912.C.3.9:	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
SS.912.C.3.10:	Evaluate the significance and outcomes of landmark Supreme Court cases.
SS.912.C.3.11:	Contrast how the Constitution safeguards and limits individual rights.
SS.912.C.3.12:	Simulate the judicial decision-making process in interpreting law at the state and federal level.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.C.3.15:	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.C.4.4:	Compare indicators of democratization in multiple countries.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.5.5:	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.

## **GENERAL INFORMATION**

<b>Course Number:</b>	2106450
<b>Course Title:</b>	The American Political System: Process and Power
<b>Course Abbreviated Title:</b>	AMER POLIT SYSS
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Science»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Graduation Requirement:</b>	American Government (AG)
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>The American Political System: Process and Power</b> – The grade 9-12 The American Political System: Process and Power course consists of the following content area strands: American History, Geography, Civics and Government. The primary content for the course pertains to the study of the political system in America and the dynamics of political issues. Content should include, but is not limited to, the nature of political behavior, power acquisition, maintenance, and extension, classical and modern political theorists, evolution of democratic political systems, the constitutional framework, federalism, separation of power, functions of the three branches of government at the local, state and national levels, Florida government, including the Florida Constitution, municipal and county government, the evolving role of political parties and interest groups in determining government policy, and the political decision-making process.

**Special Notes:** Students earning credit in this course may not earn credit in American Government (2106310) or American Government Honors (2106320).

Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- United States, major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at

<http://www.nagb.org/publications/frameworks/civicsframework.pdf>

### **Instructional Practices**

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.

3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**RELATED BENCHMARKS:**

**LACC.910.RH.1**

LACC.910.RH.1.1:

LACC.910.RH.1.2:

LACC.910.RH.1.3:

**LACC.910.RH.2**

LACC.910.RH.2.4:

LACC.910.RH.2.5:

LACC.910.RH.2.6:

**LACC.910.RH.3:**

LACC.910.RH.3.7:

LACC.910.RH.3.8:

LACC.910.RH.3.9:

**LACC.910.RH.4:**

LACC.910.RH.4.10:

**LACC.910.WHST.1**

LACC.910.WHST.1.1:

LACC.910.WHST.1.1a:

LACC.910.WHST.1.1b:

LACC.910.WHST.1.1c:

LACC.910.WHST.1.1d:

LACC.910.WHST.1.1e:

LACC.910.WHST.1.2:

**Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**Integration of Knowledge and Ideas**

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Assess the extent to which the reasoning and evidence in a text support the author's claims.

Compare and contrast treatments of the same topic in several primary and secondary sources.

**Range of Reading and Level of Text Complexity**

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**Text Types and Purposes**

Write arguments focused on discipline-specific content.

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

- SS.912.A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
- SS.912.A.1.6: Use case studies to explore social, political, legal, and economic relationships in history.
- SS.912.C.1.1: Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
- SS.912.C.1.2: Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
- SS.912.C.1.3: Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
- SS.912.C.1.4: Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
- SS.912.C.1.5: Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
- SS.912.C.2.1: Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
- SS.912.C.2.2: Evaluate the importance of political participation and civic participation.
- SS.912.C.2.3: Experience the responsibilities of citizens at the local, state, or federal levels.
- SS.912.C.2.4: Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
- SS.912.C.2.6: Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
- SS.912.C.2.7: Explain why rights have limits and are not absolute.
- SS.912.C.2.8: Analyze the impact of citizen participation as a means of achieving political and social change.
- SS.912.C.2.9: Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
- SS.912.C.2.10: Monitor current public issues in Florida.
- SS.912.C.2.11: Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
- SS.912.C.2.12: Explain the changing roles of television, radio, press, and Internet in political communication.
- SS.912.C.2.13: Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
- SS.912.C.2.14: Evaluate the processes and results of an election at the state or federal level.
- SS.912.C.2.15: Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
- SS.912.C.2.16: Analyze trends in voter turnout.
- SS.912.C.3.1: Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
- SS.912.C.3.2: Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
- SS.912.C.3.3: Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
- SS.912.C.3.4: Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
- SS.912.C.3.5: Identify the impact of independent regulatory agencies in the federal bureaucracy.
- SS.912.C.3.6: Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
- SS.912.C.3.7: Describe the role of judicial review in American constitutional government.

SS.912.C.3.8:	Compare the role of judges on the state and federal level with other elected officials.
SS.912.C.3.9:	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
SS.912.C.3.10:	Evaluate the significance and outcomes of landmark Supreme Court cases.
SS.912.C.3.11:	Contrast how the Constitution safeguards and limits individual rights.
SS.912.C.3.12:	Simulate the judicial decision-making process in interpreting law at the state and federal level.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.C.3.15:	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.C.4.4:	Compare indicators of democratization in multiple countries.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.5.5:	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.

## GENERAL INFORMATION

<b>Course Number:</b>	2106445
<b>Course Title:</b>	International Relations 2 Honors
<b>Course Abbreviated Title:</b>	INTL RLS 2 HON
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Science»
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Year
<b>Course Level:</b>	3
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>International Relations 2</b> – The grade 9-12 International Relations 2 course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the analysis of major approaches to the study of international relations with particular emphasis on key concepts, such as balance of power, collective agreements, and sovereignty and the application of these concepts to major issues of international security, economics, and diplomacy. Content should include, but is not limited to, an analysis and evaluation of contemporary international trade agreements, the role of the United Nations, aligned national groups, and Non-Governmental Organizations in global affairs, a comparison of current political ideologies, foreign policy, and power politics in the post nuclear age, factors that influence relations among nations, such as resources, preservation of the environment, human rights abuses, state sponsored terrorism, ethnic, religious and cultural differences, and access to technology, an analysis of contemporary issues and challenges from a global perspective, an analysis and evaluation of the policy goals and challenges confronting the world's democratic governments, and an investigation of career opportunities available in international relations.

**Honors/Advanced courses** offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

## RELATED BENCHMARKS:

### **LACC.910.RH.1**

LACC.910.RH.1.1:

LACC.910.RH.1.2:

LACC.910.RH.1.3:

### **LACC.910.RH.2**

LACC.910.RH.2.4:

#### **Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

#### **Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LACC.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LACC.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<b>LACC.910.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>
LACC.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LACC.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LACC.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
<b>LACC.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
LACC.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<b>LACC.910.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.4:	Use geographic terms and tools to analyze case studies of issues in globalization.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.

- SS.912.A.1.1: Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- SS.912.A.1.3: Utilize timelines to identify the time sequence of historical data.
- SS.912.A.1.4: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- SS.912.A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
- SS.912.A.1.6: Use case studies to explore social, political, legal, and economic relationships in history.
- SS.912.A.1.7: Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
- SS.912.A.3.10: Review different economic and philosophic ideologies.
- SS.912.A.6.9: Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
- SS.912.A.7.11: Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
- SS.912.A.7.12: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
- SS.912.A.7.14: Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
- SS.912.A.7.15: Analyze the effects of foreign and domestic terrorism on the American people.
- SS.912.A.7.16: Examine changes in immigration policy and attitudes toward immigration since 1950.
- SS.912.C.4.1: Explain how the world's nations are governed differently.
- SS.912.C.4.2: Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
- SS.912.C.4.3: Assess human rights policies of the United States and other countries.
- SS.912.E.3.1: Demonstrate the impact of inflation on world economies.
- SS.912.E.3.4: Assess the economic impact of negative and positive externalities on the international environment.
- SS.912.E.3.5: Compare the current United States economy with other developed and developing nations.
- SS.912.H.1.1: Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
- SS.912.H.1.2: Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.
- SS.912.H.1.3: Relate works in the arts to various cultures.
- SS.912.H.1.4: Explain philosophical beliefs as they relate to works in the arts.
- SS.912.H.1.5: Examine artistic response to social issues and new ideas in various cultures.
- SS.912.H.1.6: Analyze how current events are explained by artistic and cultural trends of the past.
- SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
- SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.
- SS.912.W.1.2: Compare time measurement systems used by different cultures.
- SS.912.W.1.3: Interpret and evaluate primary and secondary sources.
- SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.
- SS.912.W.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
- SS.912.W.1.6: Evaluate the role of history in shaping identity and character.

- SS.912.W.8.1: Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.
- SS.912.W.8.2: Describe characteristics of the early Cold War.
- SS.912.W.8.3: Summarize key developments in post-war China.
- SS.912.W.8.4: Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
- SS.912.W.8.5: Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.
- SS.912.W.8.6: Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
- SS.912.W.8.7: Compare post-war independence movements in African, Asian, and Caribbean countries.
- SS.912.W.8.8: Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
- SS.912.W.8.9: Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
- SS.912.W.8.10: Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
- SS.912.W.9.1: Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
- SS.912.W.9.2: Describe the causes and effects of post-World War II economic and demographic changes.
- SS.912.W.9.3: Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
- SS.912.W.9.4: Describe the causes and effects of twentieth century nationalist conflicts.
- SS.912.W.9.5: Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
- SS.912.W.9.6: Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
- SS.912.W.9.7: Describe the impact of and global response to international terrorism.

## **GENERAL INFORMATION**

<b>Course Number:</b>	2106440
<b>Course Title:</b>	International Relations
<b>Course Abbreviated Title:</b>	INTL RLS
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Science»
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>International Relations</b> – The grade 9-12 International Relations course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the study of the functions of the global community, the nature of the modern national state, national goals, and how nations communicate and negotiate to facilitate these goals. Content should include, but is not limited to, the origins of the nation-state system, the role of power politics in the nuclear age, factors that influence relations among nations, such as world population growth, food and other resources, environment, human rights, terrorism, cultural differences, world trade, and technology, ways in which governments conduct foreign policy, the role of international organizations in promoting world peace, the role of women and diverse cultural groups within and among nations, and career opportunities available in international relations.

## **RELATED BENCHMARKS:**

### **LACC.910.RH.1**

LACC.910.RH.1.1:

#### **Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LACC.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### **LACC.910.RH.2**

LACC.910.RH.2.4:

#### **Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LACC.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### **LACC.910.RH.3:**

LACC.910.RH.3.7:

#### **Integration of Knowledge and Ideas**

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LACC.910.RH.3.8:

Assess the extent to which the reasoning and evidence in a text support the author's claims.

LACC.910.RH.3.9:

Compare and contrast treatments of the same topic in several primary and secondary sources.

### **LACC.910.RH.4:**

LACC.910.RH.4.10:

#### **Range of Reading and Level of Text Complexity**

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

### **LACC.910.WHST.1**

LACC.910.WHST.1.1:

#### **Text Types and Purposes**

Write arguments focused on discipline-specific content.

LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.

**LACC.910.WHST.4:**  
LACC.910.WHST.4.10:

**Range of Writing**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MACC.K12.MP**  
MACC.K12.MP.1  
MACC.K12.MP.3  
MACC.K12.MP.5  
MACC.K12.MP.6

**Mathematical Practices**

Make sense of problems and persevere in solving them.

Construct viable arguments and critique the reasoning of others.

Use appropriate tools strategically.

Attend to precision.

SS.912.G.1.1:

Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

SS.912.G.1.2:

Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.1.3:

Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

SS.912.G.1.4

Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

SS.912.G.2.1:

Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.2.2:

Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

SS.912.G.2.3:

Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

SS.912.G.4.1:

Interpret population growth and other demographic data for any given place.

SS.912.G.4.2:

Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

SS.912.G.4.3:

Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

SS.912.G.4.4:

Use geographic terms and tools to analyze case studies of issues in globalization.

SS.912.G.4.7:

Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

SS.912.G.4.9:

Use political maps to describe the change in boundaries and governments within continents over time.

SS.912.A.1.1:

Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

SS.912.A.1.2:

Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.3:

Utilize timelines to identify the time sequence of historical data.

SS.912.A.1.4:

Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

SS.912.A.1.5:

Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

SS.912.A.1.6:

Use case studies to explore social, political, legal, and economic relationships in history.

SS.912.A.1.7:

Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

SS.912.A.3.10:

Review different economic and philosophic ideologies.

SS.912.A.7.11:

Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

SS.912.A.7.12:

Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

SS.912.A.7.14:	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
SS.912.A.7.15:	Analyze the effects of foreign and domestic terrorism on the American people.
SS.912.A.7.16:	Examine changes in immigration policy and attitudes toward immigration since 1950.
SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.E.3.1:	Demonstrate the impact of inflation on world economies.
SS.912.E.3.4:	Assess the economic impact of negative and positive externalities on the international environment.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations.
SS.912.H.1.1:	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
SS.912.H.1.2:	Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.
SS.912.H.1.3:	Relate works in the arts to various cultures.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.1.5:	Examine artistic response to social issues and new ideas in various cultures.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.8.1:	Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.
SS.912.W.8.2:	Describe characteristics of the early Cold War.
SS.912.W.8.3:	Summarize key developments in post-war China.
SS.912.W.8.4:	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
SS.912.W.8.5:	Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.
SS.912.W.8.6:	Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
SS.912.W.8.7:	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.8:	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.

- SS.912.W.9.1: Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
- SS.912.W.9.2: Describe the causes and effects of post-World War II economic and demographic changes.
- SS.912.W.9.3: Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
- SS.912.W.9.4: Describe the causes and effects of twentieth century nationalist conflicts.
- SS.912.W.9.5: Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
- SS.912.W.9.6: Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
- SS.912.W.9.7: Describe the impact of and global response to international terrorism.



**Course Number:** 2106400  
**Course Title:** Court Procedures Intern  
**Course Section:** Grades PreK to 12 Education Courses  
**Abbreviated Title:** COURT PROCED INTERN  
**Course Credit:** 0.5  
**Course Length:** Semester  
**Course Level:** 2  
**Course Status:** Draft – SBE approval pending

**General Notes:** The purpose of this course is to further refine and apply technical skills and competencies for leadership within law-related professional areas.

The content should include, but not be limited to, the following:

- more intensive study of law-related career options
- written and oral communication skills
- higher level thinking skills
- interpersonal relationship skills
- factors affecting job performance
- in-depth research study
- theories of executive
- knowledge of professional organizations and their impact
- career planning

### **RELATED BENCHMARKS**

#### **LACC.910.RH.1**

LACC.910.RH.1.1:

#### **Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LACC.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

#### **LACC.910.RH.2**

LACC.910.RH.2.4:

#### **Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LACC.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

#### **LACC.910.RH.3:**

#### **Integration of Knowledge and Ideas**

LACC.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LACC.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author’s claims.
LACC.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
<b>LACC.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
LACC.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<b>LACC.910.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
PE.912.L.1.3:	Participate in a variety of activities that promote effective stress management.

PE.912.M.1.5: Apply strategies for self improvement based on individual strengths and needs.

SS.912.A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

SS.912.C.2.9: Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.

SS.912.C.2.10: Monitor current public issues in Florida.

SS.912.C.2.11: Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

SS.912.C.2.13: Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.

SS.912.C.3.13: Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.

SS.912.W.1.3: Interpret and evaluate primary and secondary sources.

## GENERAL INFORMATION

<b>Course Number:</b>	2106390
<b>Course Title:</b>	Court Procedures Intern
<b>Course Abbreviated Title:</b>	COURT PROCED INTERN
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Science»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Court Procedures</b> – The grade 9-12 Court Procedures Intern course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the structure, processes and procedures of the judicial systems of the United States and Florida. Content should include, but not be limited to, the structure, processes and procedures of county, circuit and federal courts, civil and criminal procedures, juvenile law, the rights of the accused, evolution of court procedures, comparative legal systems, and career choices in the judicial system.

## RELATED BENCHMARKS:

### **LACC.910.RH.1**

LACC.910.RH.1.1:

#### **Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LACC.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### **LACC.910.RH.2**

LACC.910.RH.2.4:

#### **Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LACC.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### **LACC.910.RH.3:**

LACC.910.RH.3.7:

#### **Integration of Knowledge and Ideas**

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LACC.910.RH.3.8:

Assess the extent to which the reasoning and evidence in a text support the author's claims.

LACC.910.RH.3.9:

Compare and contrast treatments of the same topic in several primary and secondary sources.

### **LACC.910.RH.4:**

LACC.910.RH.4.10:

#### **Range of Reading and Level of Text Complexity**

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

### **LACC.910.WHST.1**

LACC.910.WHST.1.1:

#### **Text Types and Purposes**

Write arguments focused on discipline-specific content.

LACC.910.WHST.1.1a:

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LACC.910.WHST.1.1b:

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a

discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

- LACC.910.WHST.1.1c: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- LACC.910.WHST.1.1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- LACC.910.WHST.1.1e: Provide a concluding statement or section that follows from or supports the argument presented.
- LACC.910.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- LACC.910.WHST.1.2a: Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- LACC.910.WHST.1.2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- LACC.910.WHST.1.2c: Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- LACC.910.WHST.1.2d: Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- LACC.910.WHST.1.2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- LACC.910.WHST.1.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- LACC.910.WHST.2: Production and Distribution of Writing**
- LACC.910.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LACC.910.WHST.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- LACC.910.WHST.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- LACC.910.WHST.3: Research to Build and Present Knowledge**
- LACC.910.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- LACC.910.WHST.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- LACC.910.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.

**LACC.910.WHST.4: Range of Writing**

LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.7:	Explain why rights have limits and are not absolute.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
SS.912.C.2.10:	Monitor current public issues in Florida.
SS.912.C.3.1:	Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
SS.912.C.3.2:	Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
SS.912.C.3.5:	Identify the impact of independent regulatory agencies in the federal bureaucracy.
SS.912.C.3.6:	Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
SS.912.C.3.7:	Describe the role of judicial review in American constitutional government.
SS.912.C.3.8:	Compare the role of judges on the state and federal level with other elected officials.
SS.912.C.3.9:	Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
SS.912.C.3.10:	Evaluate the significance and outcomes of landmark Supreme Court cases.
SS.912.C.3.11:	Contrast how the Constitution safeguards and limits individual rights.
SS.912.C.3.12:	Simulate the judicial decision-making process in interpreting law at the state and federal level.
SS.912.C.3.13:	Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
SS.912.C.3.14:	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.C.3.15:	Examine how power and responsibility are distributed, shared, and limited by the Constitution.

SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.G.1.4	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.



## GENERAL INFORMATION

<b>Course Number:</b>	2106380
<b>Course Title:</b>	Legal Systems and Concepts
<b>Course Abbreviated Title:</b>	LEGAL SYSS & CONCS
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Science»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Legal Systems and Concepts</b> – The grade 9-12 Legal Systems and Concepts course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, Civics and Government. The primary content for the course pertains to the examination of the American legal system and the nature of specific rights granted under the United States Constitution. Content should include, but is not limited to, the historical antecedents of laws and the basis for the creation of laws, the background, principles and applications of the United States Constitution, the rights protected by the Constitution and precedent-setting cases related to these rights, the process for enacting criminal laws at the state and local levels, the stages of the criminal justice system, the government and private agencies which provide services to individuals accused of crimes, the citizen's role in the legal system, the role of women and diverse cultural groups within the justice system, and careers in the justice system.

## RELATED BENCHMARKS:

### **LACC.910.RH.1**

LACC.910.RH.1.1:

#### **Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LACC.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### **LACC.910.RH.2**

LACC.910.RH.2.4:

#### **Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LACC.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### **LACC.910.RH.3:**

LACC.910.RH.3.7:

#### **Integration of Knowledge and Ideas**

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LACC.910.RH.3.8:

Assess the extent to which the reasoning and evidence in a text support the author's claims.

LACC.910.RH.3.9:

Compare and contrast treatments of the same topic in several primary and secondary sources.

### **LACC.910.RH.4:**

LACC.910.RH.4.10:

#### **Range of Reading and Level of Text Complexity**

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

### **LACC.910.WHST.1**

LACC.910.WHST.1.1:

#### **Text Types and Purposes**

Write arguments focused on discipline-specific content.

LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.

**LACC.910.WHST.4:**  
LACC.910.WHST.4.10:

**Range of Writing**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MACC.K12.MP**  
MACC.K12.MP.1  
MACC.K12.MP.3  
MACC.K12.MP.5  
MACC.K12.MP.6

**Mathematical Practices**

Make sense of problems and persevere in solving them.

Construct viable arguments and critique the reasoning of others.

Use appropriate tools strategically.

Attend to precision.

- SS.912.A.1.1: Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- SS.912.A.1.3: Utilize timelines to identify the time sequence of historical data.
- SS.912.A.1.4: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- SS.912.A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
- SS.912.A.1.6: Use case studies to explore social, political, legal, and economic relationships in history.
- SS.912.A.1.7: Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
- SS.912.A.2.4: Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
- SS.912.A.2.5: Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
- SS.912.C.1.1: Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
- SS.912.C.1.2: Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
- SS.912.C.1.3: Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
- SS.912.C.1.4: Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
- SS.912.C.1.5: Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
- SS.912.C.2.1: Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
- SS.912.C.2.2: Evaluate the importance of political participation and civic participation.
- SS.912.C.2.3: Experience the responsibilities of citizens at the local, state, or federal levels.
- SS.912.C.2.4: Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
- SS.912.C.2.6: Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
- SS.912.C.2.7: Explain why rights have limits and are not absolute.
- SS.912.C.2.8: Analyze the impact of citizen participation as a means of achieving political and social change.
- SS.912.C.2.9: Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
- SS.912.C.2.10: Monitor current public issues in Florida.

- SS.912.C.2.11: Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
- SS.912.C.2.12: Explain the changing roles of television, radio, press, and Internet in political communication.
- SS.912.C.2.13: Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
- SS.912.C.2.15: Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
- SS.912.C.3.1: Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
- SS.912.C.3.2: Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
- SS.912.C.3.3: Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
- SS.912.C.3.4: Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
- SS.912.C.3.5: Identify the impact of independent regulatory agencies in the federal bureaucracy.
- SS.912.C.3.6: Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
- SS.912.C.3.7: Describe the role of judicial review in American constitutional government.
- SS.912.C.3.8: Compare the role of judges on the state and federal level with other elected officials.
- SS.912.C.3.9: Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
- SS.912.C.3.10: Evaluate the significance and outcomes of landmark Supreme Court cases.
- SS.912.C.3.11: Contrast how the Constitution safeguards and limits individual rights.
- SS.912.C.3.12: Simulate the judicial decision-making process in interpreting law at the state and federal level.
- SS.912.C.3.13: Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
- SS.912.C.3.14: Examine constitutional powers (expressed, implied, concurrent, reserved).
- SS.912.C.3.15: Examine how power and responsibility are distributed, shared, and limited by the Constitution.
- SS.912.C.4.3: Assess human rights policies of the United States and other countries.
- SS.912.E.2.2: Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
- SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
- SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
- SS.912.G.4.1: Interpret population growth and other demographic data for any given place.
- SS.912.H.1.6: Analyze how current events are explained by artistic and cultural trends of the past.
- SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.
- SS.912.W.1.3: Interpret and evaluate primary and secondary sources.
- SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.
- SS.912.W.1.6: Evaluate the role of history in shaping identity and character.
- SS.912.W.2.18: Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
- SS.912.W.5.4: Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

## GENERAL INFORMATION

<b>Course Number:</b>	2106375
<b>Course Title:</b>	Comprehensive Law Honors
<b>Course Abbreviated Title:</b>	COMPRES LAW HON
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Science»
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Year
<b>Course Level:</b>	3
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Comprehensive Law</b> – The grade 9-12 Comprehensive Law course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content should include, but is not limited to, the historical antecedents and purpose for laws, the impact of social values on the establishment and interpretation of laws, causes and consequences of crime, evaluation of the adult and juvenile justice systems, significance of the Bill of Rights to the American legal system and elements of constitutionalism, civil and criminal law, family and consumer law, rights and responsibilities under the law, and the adversarial versus inquisitorial systems of justice.

This course will incorporate the development of a written appellate brief addressing a contemporary legal question and the presentation of oral arguments to defend their position legally.

**Honors/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

## RELATED BENCHMARKS:

### **LACC.910.RH.1**

LACC.910.RH.1.1:

LACC.910.RH.1.2:

LACC.910.RH.1.3:

### **LACC.910.RH.2**

LACC.910.RH.2.4:

LACC.910.RH.2.5:

### **Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### **Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<b>LACC.910.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>
LACC.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LACC.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LACC.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
<b>LACC.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
LACC.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<b>LACC.910.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.2:	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.1.4:	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.

- SS.912.C.1.5: Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
- SS.912.C.2.1: Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
- SS.912.C.2.2: Evaluate the importance of political participation and civic participation.
- SS.912.C.2.3: Experience the responsibilities of citizens at the local, state, or federal levels.
- SS.912.C.2.4: Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
- SS.912.C.2.6: Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
- SS.912.C.2.7: Explain why rights have limits and are not absolute.
- SS.912.C.2.8: Analyze the impact of citizen participation as a means of achieving political and social change.
- SS.912.C.2.9: Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
- SS.912.C.2.10: Monitor current public issues in Florida.
- SS.912.C.2.11: Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
- SS.912.C.2.12: Explain the changing roles of television, radio, press, and Internet in political communication.
- SS.912.C.2.13: Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
- SS.912.C.2.15: Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
- SS.912.C.3.1: Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
- SS.912.C.3.2: Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
- SS.912.C.3.3: Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
- SS.912.C.3.4: Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
- SS.912.C.3.5: Identify the impact of independent regulatory agencies in the federal bureaucracy.
- SS.912.C.3.6: Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
- SS.912.C.3.7: Describe the role of judicial review in American constitutional government.
- SS.912.C.3.8: Compare the role of judges on the state and federal level with other elected officials.
- SS.912.C.3.9: Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
- SS.912.C.3.10: Evaluate the significance and outcomes of landmark Supreme Court cases.
- SS.912.C.3.11: Contrast how the Constitution safeguards and limits individual rights.
- SS.912.C.3.12: Simulate the judicial decision-making process in interpreting law at the state and federal level.
- SS.912.C.3.13: Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
- SS.912.C.3.14: Examine constitutional powers (expressed, implied, concurrent, reserved).
- SS.912.C.3.15: Examine how power and responsibility are distributed, shared, and limited by the Constitution.
- SS.912.C.4.3: Assess human rights policies of the United States and other countries.



- SS.912.E.2.2: Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
- SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
- SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
- SS.912.G.4.1: Interpret population growth and other demographic data for any given place.
- SS.912.H.1.6: Analyze how current events are explained by artistic and cultural trends of the past.
- SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.
- SS.912.W.1.2: Compare time measurement systems used by different cultures.
- SS.912.W.1.3: Interpret and evaluate primary and secondary sources.
- SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.
- SS.912.W.1.6: Evaluate the role of history in shaping identity and character.
- SS.912.W.2.18: Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
- SS.912.W.5.4: Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

## **GENERAL INFORMATION**

<b>Course Number:</b>	2106370
<b>Course Title:</b>	Comprehensive Law Studies
<b>Course Abbreviated Title:</b>	COMPRE LAW STUDIES
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Science»
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Comprehensive Law Studies</b> – The grade 9-12 Comprehensive Law Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content should include, but is not limited to, the historical antecedents for law, reason for laws, civil and criminal law, social values and their impact on the establishment and interpretation of laws, causes and consequences of crime, comparison of adult and juvenile justice systems, significance of the Bill of Rights to the American legal system, family and consumer law, rights and responsibilities under the law, and importance of the adversarial relationship in American jurisprudence.

## **RELATED BENCHMARKS:**

### **LACC.910.RH.1**

LACC.910.RH.1.1:

#### **Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LACC.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### **LACC.910.RH.2**

LACC.910.RH.2.4:

#### **Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LACC.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### **LACC.910.RH.3:**

LACC.910.RH.3.7:

#### **Integration of Knowledge and Ideas**

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LACC.910.RH.3.8:

Assess the extent to which the reasoning and evidence in a text support the author's claims.

LACC.910.RH.3.9:

Compare and contrast treatments of the same topic in several primary and secondary sources.

### **LACC.910.RH.4:**

LACC.910.RH.4.10:

#### **Range of Reading and Level of Text Complexity**

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

### **LACC.910.WHST.1**

LACC.910.WHST.1.1:

#### **Text Types and Purposes**

Write arguments focused on discipline-specific content.

LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.

**LACC.910.WHST.4:**  
LACC.910.WHST.4.10:

**Range of Writing**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MACC.K12.MP**  
MACC.K12.MP.1  
MACC.K12.MP.3  
MACC.K12.MP.5  
MACC.K12.MP.6

**Mathematical Practices**

Make sense of problems and persevere in solving them.

Construct viable arguments and critique the reasoning of others.

Use appropriate tools strategically.

Attend to precision.

SS.912.A.1.1:

Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

SS.912.A.1.2:

Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.3:

Utilize timelines to identify the time sequence of historical data.

SS.912.A.1.4:

Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

SS.912.A.1.5:

Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

SS.912.A.1.6:

Use case studies to explore social, political, legal, and economic relationships in history.

SS.912.A.1.7:

Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

SS.912.A.2.4:

Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.

SS.912.A.2.5:

Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.

SS.912.C.1.1:

Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.

SS.912.C.1.2:

Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.

SS.912.C.1.3:

Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.

SS.912.C.1.4:

Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.

SS.912.C.1.5:

Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.

SS.912.C.2.1:

Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.

SS.912.C.2.2:

Evaluate the importance of political participation and civic participation.

SS.912.C.2.3:

Experience the responsibilities of citizens at the local, state, or federal levels.

SS.912.C.2.4:

Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.

SS.912.C.2.6:

Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.

SS.912.C.2.7:

Explain why rights have limits and are not absolute.

SS.912.C.2.8:

Analyze the impact of citizen participation as a means of achieving political and social change.

SS.912.C.2.9:

Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.

SS.912.C.2.10:

Monitor current public issues in Florida.

- SS.912.C.2.11: Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
- SS.912.C.2.12: Explain the changing roles of television, radio, press, and Internet in political communication.
- SS.912.C.2.13: Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
- SS.912.C.2.15: Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
- SS.912.C.3.1: Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
- SS.912.C.3.2: Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
- SS.912.C.3.3: Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
- SS.912.C.3.4: Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
- SS.912.C.3.5: Identify the impact of independent regulatory agencies in the federal bureaucracy.
- SS.912.C.3.6: Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
- SS.912.C.3.7: Describe the role of judicial review in American constitutional government.
- SS.912.C.3.8: Compare the role of judges on the state and federal level with other elected officials.
- SS.912.C.3.9: Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
- SS.912.C.3.10: Evaluate the significance and outcomes of landmark Supreme Court cases.
- SS.912.C.3.11: Contrast how the Constitution safeguards and limits individual rights.
- SS.912.C.3.12: Simulate the judicial decision-making process in interpreting law at the state and federal level.
- SS.912.C.3.13: Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
- SS.912.C.3.14: Examine constitutional powers (expressed, implied, concurrent, reserved).
- SS.912.C.3.15: Examine how power and responsibility are distributed, shared, and limited by the Constitution.
- SS.912.C.4.3: Assess human rights policies of the United States and other countries.
- SS.912.E.2.2: Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
- SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
- SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
- SS.912.G.4.1: Interpret population growth and other demographic data for any given place.
- SS.912.H.1.6: Analyze how current events are explained by artistic and cultural trends of the past.
- SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.
- SS.912.W.1.3: Interpret and evaluate primary and secondary sources.
- SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.
- SS.912.W.1.6: Evaluate the role of history in shaping identity and character.
- SS.912.W.2.18: Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
- SS.912.W.5.4: Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

## GENERAL INFORMATION

<b>Course Number:</b>	2106360
<b>Course Title:</b>	Comparative Political Systems
<b>Course Abbreviated Title:</b>	COMPA POLI SYSTEMS
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Science»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Comparative Political Systems</b> – The grade 9-12 Comparative Political Systems course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the major political systems of the world and compare and contrast their operation with the American democratic system. Content should include, but is not limited to, the comparison of major political ideologies (communism, fascism, socialism, and democracy) from historical and ideological perspectives and the role and function of the government and the citizen in each political system.

## RELATED BENCHMARKS:

### **LACC.910.RH.1**

LACC.910.RH.1.1:

#### **Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LACC.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### **LACC.910.RH.2**

LACC.910.RH.2.4:

#### **Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LACC.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### **LACC.910.RH.3:**

LACC.910.RH.3.7:

#### **Integration of Knowledge and Ideas**

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LACC.910.RH.3.8:

Assess the extent to which the reasoning and evidence in a text support the author's claims.

LACC.910.RH.3.9:

Compare and contrast treatments of the same topic in several primary and secondary sources.

### **LACC.910.RH.4:**

LACC.910.RH.4.10:

#### **Range of Reading and Level of Text Complexity**

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

### **LACC.910.WHST.1**

LACC.910.WHST.1.1:

#### **Text Types and Purposes**

Write arguments focused on discipline-specific content.

LACC.910.WHST.1.1a:

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LACC.910.WHST.1.1b:

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a

	discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MACC.K12.MP**

MACC.K12.MP.1  
MACC.K12.MP.3  
MACC.K12.MP.5  
MACC.K12.MP.6

**Mathematical Practices**

Make sense of problems and persevere in solving them.  
Construct viable arguments and critique the reasoning of others.  
Use appropriate tools strategically.  
Attend to precision.

- SS.912.A.1.1: Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- SS.912.A.1.3: Utilize timelines to identify the time sequence of historical data.
- SS.912.A.1.4: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- SS.912.A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
- SS.912.A.1.6: Use case studies to explore social, political, legal, and economic relationships in history.
- SS.912.A.6.7: Describe the attempts to promote international justice through the Nuremberg Trials.
- SS.912.A.7.11: Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
- SS.912.C.1.1: Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
- SS.912.C.1.2: Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
- SS.912.C.1.3: Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
- SS.912.C.1.5: Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
- SS.912.C.2.3: Experience the responsibilities of citizens at the local, state, or federal levels.
- SS.912.C.2.4: Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
- SS.912.C.2.6: Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
- SS.912.C.2.7: Explain why rights have limits and are not absolute.
- SS.912.C.2.8: Analyze the impact of citizen participation as a means of achieving political and social change.
- SS.912.C.2.9: Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
- SS.912.C.2.12: Explain the changing roles of television, radio, press, and Internet in political communication.
- SS.912.C.2.13: Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
- SS.912.C.2.15: Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
- SS.912.C.3.1: Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
- SS.912.C.3.2: Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
- SS.912.C.3.3: Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
- SS.912.C.3.4: Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.



- SS.912.C.3.5: Identify the impact of independent regulatory agencies in the federal bureaucracy.
- SS.912.C.3.6: Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
- SS.912.C.3.7: Describe the role of judicial review in American constitutional government.
- SS.912.C.3.8: Compare the role of judges on the state and federal level with other elected officials.
- SS.912.C.3.9: Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
- SS.912.C.3.11: Contrast how the Constitution safeguards and limits individual rights.
- SS.912.C.3.12: Simulate the judicial decision-making process in interpreting law at the state and federal level.
- SS.912.C.3.13: Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
- SS.912.C.3.14: Examine constitutional powers (expressed, implied, concurrent, reserved).
- SS.912.C.3.15: Examine how power and responsibility are distributed, shared, and limited by the Constitution.
- SS.912.C.4.3: Assess human rights policies of the United States and other countries.
- SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
- SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
- SS.912.G.4.1: Interpret population growth and other demographic data for any given place.
- SS.912.H.1.6: Analyze how current events are explained by artistic and cultural trends of the past.
- SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.
- SS.912.W.1.2: Compare time measurement systems used by different cultures.
- SS.912.W.1.3: Interpret and evaluate primary and secondary sources.
- SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.
- SS.912.W.1.6: Evaluate the role of history in shaping identity and character.
- SS.912.W.2.18: Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
- SS.912.W.5.4: Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
- SS.912.W.6.3: Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
- SS.912.W.7.5: Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
- SS.912.W.7.6: Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

## GENERAL INFORMATION

<b>Course Number:</b>	2106355
<b>Course Title:</b>	International Law
<b>Course Abbreviated Title:</b>	INTL LAW
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Science»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>International Law</b> – The grade 9-12 International Law course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the analysis and comparison of the different legal and political concepts, systems, and operations across countries and ideologies; how these structures affect international relations, and how legal disputes between countries are settled. Content should include, but is not limited to, the comparison of major political ideologies (communism, fascism, socialism, and democracy) from historical and ideological perspectives, an evaluation of the fundamental characteristics of legal and governmental systems throughout the world emphasizing specific elements of constitutionalism including: rule of law, the rights of the people, the separation and sharing of powers, an independent judiciary with the power of judicial or constitutional review, the role and function of government and the citizen in each system, the nation-state system, the need for laws, adversarial versus inquisitorial systems of justice, and the role and function of the international court system.

## RELATED BENCHMARKS:

### **LACC.910.RH.1**

LACC.910.RH.1.1:

#### **Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LACC.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### **LACC.910.RH.2**

LACC.910.RH.2.4:

#### **Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LACC.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### **LACC.910.RH.3:**

LACC.910.RH.3.7:

#### **Integration of Knowledge and Ideas**

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LACC.910.RH.3.8:

Assess the extent to which the reasoning and evidence in a text support the author's claims.

LACC.910.RH.3.9:

Compare and contrast treatments of the same topic in several primary and secondary sources.

### **LACC.910.RH.4:**

LACC.910.RH.4.10:

#### **Range of Reading and Level of Text Complexity**

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**LACC.910.WHST.1**

LACC.910.WHST.1.1:  
LACC.910.WHST.1.1a:

**Text Types and Purposes**

Write arguments focused on discipline-specific content.

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LACC.910.WHST.1.1b:

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

LACC.910.WHST.1.1c:

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LACC.910.WHST.1.1d:

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LACC.910.WHST.1.1e:

Provide a concluding statement or section that follows from or supports the argument presented.

LACC.910.WHST.1.2:

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LACC.910.WHST.1.2a:

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LACC.910.WHST.1.2b

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LACC.910.WHST.1.2c:

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

LACC.910.WHST.1.2d:

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

LACC.910.WHST.1.2e:

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LACC.910.WHST.1.2f:

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**LACC.910.WHST.2:**

LACC.910.WHST.2.4:

**Production and Distribution of Writing**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.910.WHST.2.5:

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LACC.910.WHST.2.6:

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**LACC.910.WHST.3:**

LACC.910.WHST.3.7:

**Research to Build and Present Knowledge**

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LACC.910.WHST.3.8:

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to

	maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.6.7:	Describe the attempts to promote international justice through the Nuremberg Trials.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.2:	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.7:	Explain why rights have limits and are not absolute.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
SS.912.C.2.12:	Explain the changing roles of television, radio, press, and Internet in political communication.
SS.912.C.2.13:	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
SS.912.C.2.15:	Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.

- SS.912.C.3.1: Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
- SS.912.C.3.2: Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
- SS.912.C.3.3: Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
- SS.912.C.3.4: Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
- SS.912.C.3.5: Identify the impact of independent regulatory agencies in the federal bureaucracy.
- SS.912.C.3.6: Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
- SS.912.C.3.7: Describe the role of judicial review in American constitutional government.
- SS.912.C.3.8: Compare the role of judges on the state and federal level with other elected officials.
- SS.912.C.3.9: Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
- SS.912.C.3.10: Evaluate the significance and outcomes of landmark Supreme Court cases.
- SS.912.C.3.11: Contrast how the Constitution safeguards and limits individual rights.
- SS.912.C.3.12: Simulate the judicial decision-making process in interpreting law at the state and federal level.
- SS.912.C.3.13: Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
- SS.912.C.3.14: Examine constitutional powers (expressed, implied, concurrent, reserved).
- SS.912.C.3.15: Examine how power and responsibility are distributed, shared, and limited by the Constitution.
- SS.912.C.4.3: Assess human rights policies of the United States and other countries.
- SS.912.E.2.2: Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
- SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
- SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
- SS.912.G.4.1: Interpret population growth and other demographic data for any given place.
- SS.912.H.1.6: Analyze how current events are explained by artistic and cultural trends of the past.
- SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.
- SS.912.W.1.2: Compare time measurement systems used by different cultures.
- SS.912.W.1.3: Interpret and evaluate primary and secondary sources.
- SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.
- SS.912.W.1.6: Evaluate the role of history in shaping identity and character.
- SS.912.W.2.18: Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
- SS.912.W.5.4: Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
- SS.912.W.6.3: Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
- SS.912.W.7.5: Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
- SS.912.W.7.6: Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.

SS.912.W.9.3:

Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.

SS.912.W.9.7:

Describe the impact of and global response to international terrorism.

## GENERAL INFORMATION

<b>Course Number:</b>	2106350
<b>Course Title:</b>	Law Studies
<b>Course Abbreviated Title:</b>	LAW STUDIES
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Science»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Law Studies</b> – The grade 9-12 Law Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the American legal system as the foundation of American society by examining those laws which have an impact on citizens' lives and an introduction to fundamental civil and criminal justice procedures. Content should include, but is not limited to, the need for law, the basis for our legal system, civil and criminal law, adult and juvenile courts, family and consumer law, causes and consequences of crime, individual rights and responsibilities, and career opportunities in the legal system.

## RELATED BENCHMARKS:

### **LACC.910.RH.1**

LACC.910.RH.1.1:

#### **Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LACC.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### **LACC.910.RH.2**

LACC.910.RH.2.4:

#### **Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LACC.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### **LACC.910.RH.3:**

LACC.910.RH.3.7:

#### **Integration of Knowledge and Ideas**

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LACC.910.RH.3.8:

Assess the extent to which the reasoning and evidence in a text support the author's claims.

LACC.910.RH.3.9:

Compare and contrast treatments of the same topic in several primary and secondary sources.

### **LACC.910.RH.4:**

LACC.910.RH.4.10:

#### **Range of Reading and Level of Text Complexity**

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

### **LACC.910.WHST.1**

LACC.910.WHST.1.1:

#### **Text Types and Purposes**

Write arguments focused on discipline-specific content.

LACC.910.WHST.1.1a:

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.

**LACC.910.WHST.4: Range of Writing**



LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.2:	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.1.4:	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.1:	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
SS.912.C.2.6:	Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
SS.912.C.2.7:	Explain why rights have limits and are not absolute.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
SS.912.C.2.10:	Monitor current public issues in Florida.

- SS.912.C.2.11: Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
- SS.912.C.2.12: Explain the changing roles of television, radio, press, and Internet in political communication.
- SS.912.C.2.13: Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
- SS.912.C.2.15: Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
- SS.912.C.3.1: Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
- SS.912.C.3.2: Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
- SS.912.C.3.3: Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
- SS.912.C.3.4: Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
- SS.912.C.3.5: Identify the impact of independent regulatory agencies in the federal bureaucracy.
- SS.912.C.3.6: Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
- SS.912.C.3.7: Describe the role of judicial review in American constitutional government.
- SS.912.C.3.8: Compare the role of judges on the state and federal level with other elected officials.
- SS.912.C.3.9: Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
- SS.912.C.3.10: Evaluate the significance and outcomes of landmark Supreme Court cases.
- SS.912.C.3.11: Contrast how the Constitution safeguards and limits individual rights.
- SS.912.C.3.12: Simulate the judicial decision-making process in interpreting law at the state and federal level.
- SS.912.C.3.13: Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
- SS.912.C.3.14: Examine constitutional powers (expressed, implied, concurrent, reserved).
- SS.912.C.3.15: Examine how power and responsibility are distributed, shared, and limited by the Constitution.
- SS.912.C.4.3: Assess human rights policies of the United States and other countries.
- SS.912.E.2.2: Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
- SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
- SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
- SS.912.G.4.1: Interpret population growth and other demographic data for any given place.
- SS.912.H.1.6: Analyze how current events are explained by artistic and cultural trends of the past.
- SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.
- SS.912.W.1.2: Compare time measurement systems used by different cultures.
- SS.912.W.1.3: Interpret and evaluate primary and secondary sources.
- SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.
- SS.912.W.1.6: Evaluate the role of history in shaping identity and character.
- SS.912.W.2.18: Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
- SS.912.W.5.4: Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.



## **GENERAL INFORMATION**

<b>Course Number:</b>	2106340
<b>Course Title:</b>	Political Science
<b>Course Abbreviated Title:</b>	POLI SCI
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Science»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Political Science</b> – The grade 9-12 Political Science course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their influence on American society. Content should include, but is not limited to, the types of government, the functions and purpose of government, the function of the state, exercise of power, policy making and public opinion, political control and the economy, political ideologies, civil liberties, international relations, and the evolution of political change.

## **RELATED BENCHMARKS:**

### **LACC.910.RH.1**

LACC.910.RH.1.1:

#### **Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LACC.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### **LACC.910.RH.2**

LACC.910.RH.2.4:

#### **Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LACC.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### **LACC.910.RH.3:**

LACC.910.RH.3.7:

#### **Integration of Knowledge and Ideas**

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LACC.910.RH.3.8:

Assess the extent to which the reasoning and evidence in a text support the author's claims.

LACC.910.RH.3.9:

Compare and contrast treatments of the same topic in several primary and secondary sources.

### **LACC.910.RH.4:**

LACC.910.RH.4.10:

#### **Range of Reading and Level of Text Complexity**

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

### **LACC.910.WHST.1**

LACC.910.WHST.1.1:

#### **Text Types and Purposes**

Write arguments focused on discipline-specific content.

LACC.910.WHST.1.1a:

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.

**LACC.910.WHST.4:**  
LACC.910.WHST.4.10:

**Range of Writing**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MACC.K12.MP**  
MACC.K12.MP.1  
MACC.K12.MP.3  
MACC.K12.MP.5  
MACC.K12.MP.6

**Mathematical Practices**

Make sense of problems and persevere in solving them.

Construct viable arguments and critique the reasoning of others.

Use appropriate tools strategically.

Attend to precision.

SS.912.A.1.1:

Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

SS.912.A.1.2:

Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.3:

Utilize timelines to identify the time sequence of historical data.

SS.912.A.1.4:

Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

SS.912.A.1.5:

Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

SS.912.A.1.6:

Use case studies to explore social, political, legal, and economic relationships in history.

SS.912.A.1.7:

Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

SS.912.A.2.4:

Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.

SS.912.C.1.1:

Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.

SS.912.C.1.2:

Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.

SS.912.C.1.3:

Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.

SS.912.C.1.4:

Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.

SS.912.C.1.5:

Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.

SS.912.C.2.1:

Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.

SS.912.C.2.2:

Evaluate the importance of political participation and civic participation.

SS.912.C.2.3:

Experience the responsibilities of citizens at the local, state, or federal levels.

SS.912.C.2.4:

Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.

SS.912.C.2.6:

Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.

SS.912.C.2.7:

Explain why rights have limits and are not absolute.

SS.912.C.2.8:

Analyze the impact of citizen participation as a means of achieving political and social change.

SS.912.C.2.9:

Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.

SS.912.C.2.10:

Monitor current public issues in Florida.

SS.912.C.2.11:

Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

- SS.912.C.2.12: Explain the changing roles of television, radio, press, and Internet in political communication.
- SS.912.C.2.13: Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
- SS.912.C.2.14: Evaluate the processes and results of an election at the state or federal level.
- SS.912.C.2.15: Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
- SS.912.C.2.16: Analyze trends in voter turnout.
- SS.912.C.3.1: Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
- SS.912.C.3.2: Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
- SS.912.C.3.3: Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
- SS.912.C.3.4: Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
- SS.912.C.3.5: Identify the impact of independent regulatory agencies in the federal bureaucracy.
- SS.912.C.3.6: Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
- SS.912.C.3.7: Describe the role of judicial review in American constitutional government.
- SS.912.C.3.8: Compare the role of judges on the state and federal level with other elected officials.
- SS.912.C.3.9: Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
- SS.912.C.3.10: Evaluate the significance and outcomes of landmark Supreme Court cases.
- SS.912.C.3.11: Contrast how the Constitution safeguards and limits individual rights.
- SS.912.C.3.12: Simulate the judicial decision-making process in interpreting law at the state and federal level.
- SS.912.C.3.13: Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
- SS.912.C.3.14: Examine constitutional powers (expressed, implied, concurrent, reserved).
- SS.912.C.3.15: Examine how power and responsibility are distributed, shared, and limited by the Constitution.
- SS.912.C.4.1: Explain how the world's nations are governed differently.
- SS.912.C.4.2: Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
- SS.912.C.4.3: Assess human rights policies of the United States and other countries.
- SS.912.C.4.4: Compare indicators of democratization in multiple countries.
- SS.912.E.2.2: Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
- SS.912.E.2.3: Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
- SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
- SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
- SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
- SS.912.G.4.1: Interpret population growth and other demographic data for any given place.
- SS.912.H.1.6: Analyze how current events are explained by artistic and cultural trends of the past.
- SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.

- SS.912.W.1.2: Compare time measurement systems used by different cultures.
- SS.912.W.1.3: Interpret and evaluate primary and secondary sources.
- SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.
- SS.912.W.1.6: Evaluate the role of history in shaping identity and character.
- SS.912.W.2.18: Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
- SS.912.W.5.4: Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.



## GENERAL INFORMATION

<b>Course Number:</b>	2106330
<b>Course Title:</b>	Civics
<b>Course Abbreviated Title:</b>	CIVICS
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Science»
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Civics</b> – The grade 9-12 Civics course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for this course pertains to the principles, functions, and organization of the American government and political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in the political system. Content should include, but is not limited to, the American constitutional government, free-enterprise system, structure and functions of local, state and national government within constitutional and economic frameworks, political and economic decision-making issues, rights and responsibilities of citizenship, and the importance of political participation.

## RELATED BENCHMARKS:

### **LACC.910.RH.1**

LACC.910.RH.1.1:

#### **Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LACC.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### **LACC.910.RH.2**

LACC.910.RH.2.4:

#### **Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LACC.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### **LACC.910.RH.3:**

LACC.910.RH.3.7:

#### **Integration of Knowledge and Ideas**

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LACC.910.RH.3.8:

Assess the extent to which the reasoning and evidence in a text support the author's claims.

LACC.910.RH.3.9:

Compare and contrast treatments of the same topic in several primary and secondary sources.

### **LACC.910.RH.4:**

LACC.910.RH.4.10:

#### **Range of Reading and Level of Text Complexity**

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

### **LACC.910.WHST.1**

LACC.910.WHST.1.1:

#### **Text Types and Purposes**

Write arguments focused on discipline-specific content.

LACC.910.WHST.1.1a:

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.

**LACC.910.WHST.4:**  
LACC.910.WHST.4.10:

**Range of Writing**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MACC.K12.MP**  
MACC.K12.MP.1  
MACC.K12.MP.3  
MACC.K12.MP.5  
MACC.K12.MP.6

**Mathematical Practices**

Make sense of problems and persevere in solving them.

Construct viable arguments and critique the reasoning of others.

Use appropriate tools strategically.

Attend to precision.

SS.912.A.1.1:

Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

SS.912.A.1.2:

Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.3:

Utilize timelines to identify the time sequence of historical data.

SS.912.A.1.4:

Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

SS.912.A.1.5:

Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

SS.912.A.1.6:

Use case studies to explore social, political, legal, and economic relationships in history.

SS.912.A.1.7:

Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

SS.912.A.2.4:

Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.

SS.912.C.1.1:

Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.

SS.912.C.1.2:

Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.

SS.912.C.1.3:

Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.

SS.912.C.1.4:

Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.

SS.912.C.1.5:

Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.

SS.912.C.2.1:

Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.

SS.912.C.2.2:

Evaluate the importance of political participation and civic participation.

SS.912.C.2.3:

Experience the responsibilities of citizens at the local, state, or federal levels.

SS.912.C.2.4:

Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.

SS.912.C.2.5:

Conduct a service project to further the public good.

SS.912.C.2.6:

Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.

SS.912.C.2.7:

Explain why rights have limits and are not absolute.

SS.912.C.2.8:

Analyze the impact of citizen participation as a means of achieving political and social change.

SS.912.C.2.9:

Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.

SS.912.C.2.10:

Monitor current public issues in Florida.

- SS.912.C.2.11: Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
- SS.912.C.2.12: Explain the changing roles of television, radio, press, and Internet in political communication.
- SS.912.C.2.13: Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
- SS.912.C.2.14: Evaluate the processes and results of an election at the state or federal level.
- SS.912.C.2.15: Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
- SS.912.C.2.16: Analyze trends in voter turnout.
- SS.912.C.3.1: Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
- SS.912.C.3.2: Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
- SS.912.C.3.3: Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
- SS.912.C.3.4: Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
- SS.912.C.3.5: Identify the impact of independent regulatory agencies in the federal bureaucracy.
- SS.912.C.3.6: Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
- SS.912.C.3.7: Describe the role of judicial review in American constitutional government.
- SS.912.C.3.8: Compare the role of judges on the state and federal level with other elected officials.
- SS.912.C.3.9: Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
- SS.912.C.3.10: Evaluate the significance and outcomes of landmark Supreme Court cases.
- SS.912.C.3.11: Contrast how the Constitution safeguards and limits individual rights.
- SS.912.C.3.12: Simulate the judicial decision-making process in interpreting law at the state and federal level.
- SS.912.C.3.13: Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
- SS.912.C.3.14: Examine constitutional powers (expressed, implied, concurrent, reserved).
- SS.912.C.3.15: Examine how power and responsibility are distributed, shared, and limited by the Constitution.
- SS.912.C.4.1: Explain how the world's nations are governed differently.
- SS.912.C.4.2: Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
- SS.912.C.4.3: Assess human rights policies of the United States and other countries.
- SS.912.E.1.3: Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
- SS.912.E.1.4: Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
- SS.912.E.1.6: Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
- SS.912.E.1.13: Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
- SS.912.E.1.14: Compare credit, savings, and investment services available to the consumer from financial institutions.
- SS.912.E.2.1: Identify and explain broad economic goals.

- SS.912.E.2.2: Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
- SS.912.E.2.3: Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
- SS.912.E.2.4: Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
- SS.912.E.3.5: Compare the current United States economy with other developed and developing nations.
- SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
- SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
- SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
- SS.912.G.4.1: Interpret population growth and other demographic data for any given place.
- SS.912.H.1.6: Analyze how current events are explained by artistic and cultural trends of the past.
- SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.
- SS.912.W.1.2: Compare time measurement systems used by different cultures.
- SS.912.W.1.3: Interpret and evaluate primary and secondary sources.
- SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.
- SS.912.W.1.6: Evaluate the role of history in shaping identity and character.
- SS.912.W.2.18: Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
- SS.912.W.5.4: Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.

## **GENERAL INFORMATION**

<b>Course Number:</b>	2106320
<b>Course Title:</b>	United States Government Honors
<b>Course Abbreviated Title:</b>	US GOVT HON
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » SubSubject:Political Sciences »
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	3
<b>Status:</b>	State Board Approved
<b>Graduation Requirements:</b>	American Government (AG)
<b>General Notes:</b>	<b>United States Government</b> – The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

**Honors/Advanced courses** offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

**Special Notes:** Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- United States, major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at

<http://www.nagb.org/publications/frameworks/civicsframework.pdf>

### **Instructional Practices**

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

## **RELATED BENCHMARKS**

Scheme	Descriptor
<b>LACC.910.RH.1</b>	<b>Key Ideas and Details</b>
LACC.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LACC.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LACC.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<b>LACC.910.RH.2</b>	<b>Craft and Structure</b>
LACC.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LACC.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LACC.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<b>LACC.910.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>
LACC.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LACC.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LACC.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
<b>LACC.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
LACC.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<b>LACC.910.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.



- SS.912.C.1.1: Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
- SS.912.C.1.2: Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
- SS.912.C.1.3: Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
- SS.912.C.1.4: Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
- SS.912.C.1.5: Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
- SS.912.C.2.1: Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
- SS.912.C.2.2: Evaluate the importance of political participation and civic participation.
- SS.912.C.2.3: Experience the responsibilities of citizens at the local, state, or federal levels.
- SS.912.C.2.4: Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
- SS.912.C.2.5: Conduct a service project to further the public good.
- SS.912.C.2.6: Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
- SS.912.C.2.7: Explain why rights have limits and are not absolute.
- SS.912.C.2.8: Analyze the impact of citizen participation as a means of achieving political and social change.
- SS.912.C.2.9: Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
- SS.912.C.2.10: Monitor current public issues in Florida.
- SS.912.C.2.11: Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
- SS.912.C.2.12: Explain the changing roles of television, radio, press, and Internet in political communication.
- SS.912.C.2.13: Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
- SS.912.C.2.14: Evaluate the processes and results of an election at the state or federal level.
- SS.912.C.2.15: Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
- SS.912.C.2.16: Analyze trends in voter turnout.
- SS.912.C.3.1: Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
- SS.912.C.3.2: Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
- SS.912.C.3.3: Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
- SS.912.C.3.4: Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
- SS.912.C.3.5: Identify the impact of independent regulatory agencies in the federal bureaucracy.
- SS.912.C.3.6: Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
- SS.912.C.3.7: Describe the role of judicial review in American constitutional government.
- SS.912.C.3.8: Compare the role of judges on the state and federal level with other elected officials.

- SS.912.C.3.9: Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
- SS.912.C.3.10: Evaluate the significance and outcomes of landmark Supreme Court cases.
- SS.912.C.3.11: Contrast how the Constitution safeguards and limits individual rights.
- SS.912.C.3.12: Simulate the judicial decision-making process in interpreting law at the state and federal level.
- SS.912.C.3.13: Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
- SS.912.C.3.14: Examine constitutional powers (expressed, implied, concurrent, reserved).
- SS.912.C.3.15: Examine how power and responsibility are distributed, shared, and limited by the Constitution.
- SS.912.C.4.1: Explain how the world's nations are governed differently.
- SS.912.C.4.2: Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
- SS.912.C.4.3: Assess human rights policies of the United States and other countries.
- SS.912.C.4.4: Compare indicators of democratization in multiple countries.
- SS.912.G.4.1: Interpret population growth and other demographic data for any given place.
- SS.912.G.5.5: Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.

## **GENERAL INFORMATION**

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<b>Course Number:</b>	2106315
<b>Course Title:</b>	United States Government for Credit Recovery
<b>Course Abbreviated Title:</b>	US GOVT CR
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Sciences »
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Varies
<b>Course Level:</b>	2
<b>Status:</b>	Pending State Board Approval
<b>Graduation Requirements:</b>	American Government (AG)
<b>General Notes:</b>	<b>United States Government</b> – The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

**Special Notes:** Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Common Core State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- United States, major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at

<http://www.nagb.org/publications/frameworks/civicsframework.pdf>

## Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### RELATED BENCHMARKS:

Scheme

#### **LACC.910.RH.1**

LACC.910.RH.1.1:

LACC.910.RH.1.2:

LACC.910.RH.1.3:

#### **LACC.910.RH.2**

LACC.910.RH.2.4:

LACC.910.RH.2.5:

LACC.910.RH.2.6:

#### **LACC.910.RH.3:**

LACC.910.RH.3.7:

LACC.910.RH.3.8:

LACC.910.RH.3.9:

#### **LACC.910.RH.4:**

LACC.910.RH.4.10:

#### **LACC.910.WHST.1**

LACC.910.WHST.1.1:

LACC.910.WHST.1.1a:

LACC.910.WHST.1.1b:

Descriptor

#### **Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

#### **Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

#### **Integration of Knowledge and Ideas**

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Assess the extent to which the reasoning and evidence in a text support the author's claims.

Compare and contrast treatments of the same topic in several primary and secondary sources.

#### **Range of Reading and Level of Text Complexity**

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

#### **Text Types and Purposes**

Write arguments focused on discipline-specific content.

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a

discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

- LACC.910.WHST.1.1c: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- LACC.910.WHST.1.1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- LACC.910.WHST.1.1e: Provide a concluding statement or section that follows from or supports the argument presented.
- LACC.910.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- LACC.910.WHST.1.2a: Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- LACC.910.WHST.1.2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- LACC.910.WHST.1.2c: Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- LACC.910.WHST.1.2d: Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- LACC.910.WHST.1.2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- LACC.910.WHST.1.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- LACC.910.WHST.2: Production and Distribution of Writing**
- LACC.910.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LACC.910.WHST.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- LACC.910.WHST.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- LACC.910.WHST.3: Research to Build and Present Knowledge**
- LACC.910.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- LACC.910.WHST.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- LACC.910.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.
- LACC.910.WHST.4: Range of Writing**
- LACC.910.WHST.4.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MACC.K12.MP**

MACC.K12.MP.1

MACC.K12.MP.3

MACC.K12.MP.5

MACC.K12.MP.6

SS.912.C.1.1:

SS.912.C.1.2:

SS.912.C.1.3:

SS.912.C.1.4:

SS.912.C.1.5:

SS.912.C.2.1:

SS.912.C.2.2:

SS.912.C.2.3:

SS.912.C.2.4:

SS.912.C.2.5:

SS.912.C.2.6:

SS.912.C.2.7:

SS.912.C.2.8:

SS.912.C.2.9:

SS.912.C.2.10:

SS.912.C.2.11:

SS.912.C.2.12:

SS.912.C.2.13:

SS.912.C.2.14:

SS.912.C.2.15:

SS.912.C.2.16:

SS.912.C.3.1:

SS.912.C.3.2:

SS.912.C.3.3:

SS.912.C.3.4:

SS.912.C.3.5:

**Mathematical Practices**

Make sense of problems and persevere in solving them.

Construct viable arguments and critique the reasoning of others.

Use appropriate tools strategically.

Attend to precision.

Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.

Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.

Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.

Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.

Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.

Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.

Evaluate the importance of political participation and civic participation.

Experience the responsibilities of citizens at the local, state, or federal levels.

Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.

Conduct a service project to further the public good.

Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.

Explain why rights have limits and are not absolute.

Analyze the impact of citizen participation as a means of achieving political and social change.

Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.

Monitor current public issues in Florida.

Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

Explain the changing roles of television, radio, press, and Internet in political communication.

Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.

Evaluate the processes and results of an election at the state or federal level.

Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.

Analyze trends in voter turnout.

Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.

Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.

Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.

Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.

Identify the impact of independent regulatory agencies in the federal bureaucracy.

- SS.912.C.3.6: Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
- SS.912.C.3.7: Describe the role of judicial review in American constitutional government.
- SS.912.C.3.8: Compare the role of judges on the state and federal level with other elected officials.
- SS.912.C.3.9: Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
- SS.912.C.3.10: Evaluate the significance and outcomes of landmark Supreme Court cases.
- SS.912.C.3.11: Contrast how the Constitution safeguards and limits individual rights.
- SS.912.C.3.12: Simulate the judicial decision-making process in interpreting law at the state and federal level.
- SS.912.C.3.13: Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
- SS.912.C.3.14: Examine constitutional powers (expressed, implied, concurrent, reserved).
- SS.912.C.3.15: Examine how power and responsibility are distributed, shared, and limited by the Constitution.
- SS.912.C.4.1: Explain how the world's nations are governed differently.
- SS.912.C.4.2: Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
- SS.912.C.4.3: Assess human rights policies of the United States and other countries.
- SS.912.C.4.4: Compare indicators of democratization in multiple countries.
- SS.912.G.4.1: Interpret population growth and other demographic data for any given place.
- SS.912.G.5.5: Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.

## **GENERAL INFORMATION**

<b>Course Number:</b>	2106310
<b>Course Title:</b>	United States Government
<b>Course Abbreviated Title:</b>	US GOVT
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Political Sciences »
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	Pending State Board Approval
<b>Graduation Requirements:</b>	American Government (AG)
<b>General Notes:</b>	<b>United States Government</b> – The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

### **Special Notes:**

Additional content that may be included in the Grade 12 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- United States, major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at

<http://www.nagb.org/publications/frameworks/civicsframework.pdf>

### **Instructional Practices**

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).



## **RELATED BENCHMARKS:**

Scheme

Descriptor

### **LACC.910.RH.1**

#### **Key Ideas and Details**

LACC.910.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LACC.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### **LACC.910.RH.2**

#### **Craft and Structure**

LACC.910.RH.2.4:

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LACC.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### **LACC.910.RH.3:**

#### **Integration of Knowledge and Ideas**

LACC.910.RH.3.7:

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LACC.910.RH.3.8:

Assess the extent to which the reasoning and evidence in a text support the author's claims.

LACC.910.RH.3.9:

Compare and contrast treatments of the same topic in several primary and secondary sources.

### **LACC.910.RH.4:**

#### **Range of Reading and Level of Text Complexity**

LACC.910.RH.4.10:

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

### **LACC.910.WHST.1**

#### **Text Types and Purposes**

LACC.910.WHST.1.1:

Write arguments focused on discipline-specific content.

LACC.910.WHST.1.1a:

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LACC.910.WHST.1.1b:

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

LACC.910.WHST.1.1c:

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LACC.910.WHST.1.1d:

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LACC.910.WHST.1.1e:

Provide a concluding statement or section that follows from or supports the argument presented.

LACC.910.WHST.1.2:

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LACC.910.WHST.1.2a:

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LACC.910.WHST.1.2b:

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.2:	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
SS.912.C.1.3:	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.1.4:	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.

- SS.912.C.2.1: Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
- SS.912.C.2.2: Evaluate the importance of political participation and civic participation.
- SS.912.C.2.3: Experience the responsibilities of citizens at the local, state, or federal levels.
- SS.912.C.2.4: Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
- SS.912.C.2.5: Conduct a service project to further the public good.
- SS.912.C.2.6: Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
- SS.912.C.2.7: Explain why rights have limits and are not absolute.
- SS.912.C.2.8: Analyze the impact of citizen participation as a means of achieving political and social change.
- SS.912.C.2.9: Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
- SS.912.C.2.10: Monitor current public issues in Florida.
- SS.912.C.2.11: Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
- SS.912.C.2.12: Explain the changing roles of television, radio, press, and Internet in political communication.
- SS.912.C.2.13: Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
- SS.912.C.2.14: Evaluate the processes and results of an election at the state or federal level.
- SS.912.C.2.15: Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
- SS.912.C.2.16: Analyze trends in voter turnout.
- SS.912.C.3.1: Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
- SS.912.C.3.2: Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
- SS.912.C.3.3: Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
- SS.912.C.3.4: Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
- SS.912.C.3.5: Identify the impact of independent regulatory agencies in the federal bureaucracy.
- SS.912.C.3.6: Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
- SS.912.C.3.7: Describe the role of judicial review in American constitutional government.
- SS.912.C.3.8: Compare the role of judges on the state and federal level with other elected officials.
- SS.912.C.3.9: Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
- SS.912.C.3.10: Evaluate the significance and outcomes of landmark Supreme Court cases.
- SS.912.C.3.11: Contrast how the Constitution safeguards and limits individual rights.
- SS.912.C.3.12: Simulate the judicial decision-making process in interpreting law at the state and federal level.
- SS.912.C.3.13: Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
- SS.912.C.3.14: Examine constitutional powers (expressed, implied, concurrent, reserved).
- SS.912.C.3.15: Examine how power and responsibility are distributed, shared, and limited by the Constitution.
- SS.912.C.4.1: Explain how the world's nations are governed differently.
- SS.912.C.4.2: Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.

- SS.912.C.4.3: Assess human rights policies of the United States and other countries.
- SS.912.C.4.4: Compare indicators of democratization in multiple countries.
- SS.912.G.4.1: Interpret population growth and other demographic data for any given place.
- SS.912.G.5.5: Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.

## **General Information**

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<b>Course Number:</b>	2105355
<b>Course Title:</b>	Philosophy Honors: Ethics
<b>Course Abbreviated Title:</b>	PHILOS HON ETHICS
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Philosophy and Religion»
<b>Number of Credits:</b>	1.0
<b>Course Length:</b>	Year
<b>Course Level:</b>	3
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	The learner, building on the foundations of Philosophy Honors as a prerequisite, will explore, understand, and apply the important ethical theories in philosophy to present day issues, and will focus on the ethical theories of the great thinkers, from the ancient era through the modern era, with the purpose of providing the students with the tools necessary to analyze, critique and evaluate current issues and to formulate a personal value system with which to evaluate any present day issue. Special emphasis will be on character education.

## **Special Notes:**

### **Instructional Practices**

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**RELATED BENCHMARKS:**

**LACC.910.RH.1**

LACC.910.RH.1.1:

**Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LACC.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**LACC.910.RH.2**

LACC.910.RH.2.4:

**Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LACC.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**LACC.910.RH.3:**

LACC.910.RH.3.7:

**Integration of Knowledge and Ideas**

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LACC.910.RH.3.8:

Assess the extent to which the reasoning and evidence in a text support the author's claims.

LACC.910.RH.3.9:

Compare and contrast treatments of the same topic in several primary and secondary sources.

**LACC.910.RH.4:**

LACC.910.RH.4.10:

**Range of Reading and Level of Text Complexity**

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**LACC.910.WHST.1**

LACC.910.WHST.1.1:

**Text Types and Purposes**

Write arguments focused on discipline-specific content.

LACC.910.WHST.1.1a:

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LACC.910.WHST.1.1b:

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

LACC.910.WHST.1.1c:

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject,

	demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.912.C.1.1	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.2	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
SS.912.C.1.3	Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
SS.912.C.1.4	Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
SS.912.C.1.5	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.C.2.1	Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
SS.912.C.2.2	Evaluate the importance of political participation and civic participation.
SS.912.C.2.3	Experience the responsibilities of citizens at the local, state, or federal levels.



- SS.912.C.2.4 Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
- SS.912.C.2.6 Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
- SS.912.C.2.7 Explain why rights have limits and are not absolute.
- SS.912.C.2.8 Analyze the impact of citizen participation as a means of achieving political and social change.
- SS.912.C.2.9 Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
- SS.912.C.2.10 Monitor current public issues in Florida.
- SS.912.C.2.11 Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
- SS.912.C.2.12 Explain the changing roles of television, radio, press, and Internet in political communication.
- SS.912.C.2.13 Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
- SS.912.C.2.14 Evaluate the processes and results of an election at the state or federal level.
- SS.912.C.2.15 Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
- SS.912.C.3.1 Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
- SS.912.C.3.2 Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
- SS.912.C.3.10 Evaluate the significance and outcomes of landmark Supreme Court cases.
- SS.912.C.3.11 Contrast how the Constitution safeguards and limits individual rights.
- SS.912.C.3.13 Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.

SS.912.C.3.14	Examine constitutional powers (expressed, implied, concurrent, reserved).
SS.912.C.3.15	Examine how power and responsibility are distributed, shared, and limited by the Constitution.
SS.912.C.4.1	Explain how the world's nations are governed differently.
SS.912.C.4.2	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3	Assess human rights policies of the United States and other countries.
SS.912.H.1.4	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.2.3	Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.
SS.912.H.2.4	Examine the effects that works in the arts have on groups, individuals, and cultures.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.3	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6	Evaluate the role of history in shaping identity and character.
SS.912.W.2.12	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.

- SS.912.W.2.16 Trace the growth and development of national identity in England, France, and Spain.
- SS.912.W.2.17 Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
- SS.912.W.3.1 Discuss significant people and beliefs associated with Islam.
- SS.912.W.3.2 Compare the major beliefs and principles of Judaism, Christianity, and Islam.
- SS.912.W.3.5 Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
- SS.912.W.4.5 Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
- SS.912.W.4.7 Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
- SS.912.W.4.8 Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.
- SS.912.W.4.9 Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.  
Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.
- SS.912.W.4.10 Identify the major contributions of individuals associated with the Scientific Revolution.
- SS.912.W.4.14 Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
- SS.912.W.5.2 Identify major causes of the Enlightenment.
- SS.912.W.5.3 Summarize the major ideas of Enlightenment philosophers.
- SS.912.W.5.5 Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
- SS.912.W.6.3 Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
- SS.912.W.6.6 Analyze the causes and effects of imperialism.

- SS.912.W.7.10 Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.
- SS.912.W.8.6 Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
- SS.912.W.8.8 Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
- SS.912.W.8.9 Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
- SS.912.W.8.10 Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
- SS.912.W.9.1 Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
- SS.912.W.9.3 Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
- SS.912.W.9.4 Describe the causes and effects of twentieth century nationalist conflicts.
- SS.912.W.9.7 Describe the impact of and global response to international terrorism.
- SS.912.G.1.1 Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
- SS.912.A.3.10 Review different economic and philosophic ideologies.
- SS.912.A.7.5 Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.

## GENERAL INFORMATION

<b>Course Number:</b>	2105350
<b>Course Title:</b>	Ethics
<b>Course Abbreviated Title:</b>	ETHICS
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Philosophy and Religion»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Ethics</b> – The grade 9-12 Ethics course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the foundations of ethical thought and theories and the process of moral development. Content should include, but is not limited to, the sources of ethical beliefs and practices, traditional ethical theories, the strengths and weaknesses of the principal models of moral development, the typical fallacies in flawed moral arguments, the difference between an ethical choice and a legal decision, major ethical questions in American society such as public service, law, the workplace, bioethics, and new technologies, and current ethical issues in the local and national arena.

## RELATED BENCHMARKS:

### **LACC.910.RH.1**

LACC.910.RH.1.1:

#### **Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LACC.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### **LACC.910.RH.2**

LACC.910.RH.2.4:

#### **Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LACC.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### **LACC.910.RH.3:**

LACC.910.RH.3.7:

#### **Integration of Knowledge and Ideas**

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LACC.910.RH.3.8:

Assess the extent to which the reasoning and evidence in a text support the author's claims.

LACC.910.RH.3.9:

Compare and contrast treatments of the same topic in several primary and secondary sources.

### **LACC.910.RH.4:**

LACC.910.RH.4.10:

#### **Range of Reading and Level of Text Complexity**

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

### **LACC.910.WHST.1**

LACC.910.WHST.1.1:

#### **Text Types and Purposes**

Write arguments focused on discipline-specific content.

LACC.910.WHST.1.1a:

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.

**LACC.910.WHST.4:**  
LACC.910.WHST.4.10:

**Range of Writing**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MACC.K12.MP**  
MACC.K12.MP.1  
MACC.K12.MP.3  
MACC.K12.MP.5  
MACC.K12.MP.6

**Mathematical Practices**

Make sense of problems and persevere in solving them.

Construct viable arguments and critique the reasoning of others.

Use appropriate tools strategically.

Attend to precision.

SS.912.A.1.1:

Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

SS.912.A.1.2:

Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.3:

Utilize timelines to identify the time sequence of historical data.

SS.912.A.1.4:

Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

SS.912.A.1.5:

Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

SS.912.A.1.6:

Use case studies to explore social, political, legal, and economic relationships in history.

SS.912.A.1.7:

Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

SS.912.A.3.10:

Review different economic and philosophic ideologies.

SS.912.A.6.11:

Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.

SS.912.C.2.4:

Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.

SS.912.C.2.9:

Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.

SS.912.C.2.10:

Monitor current public issues in Florida.

SS.912.C.2.11:

Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.

SS.912.C.2.13:

Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.

SS.912.C.3.10:

Evaluate the significance and outcomes of landmark Supreme Court cases.

SS.912.C.4.2:

Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.

SS.912.C.4.3:

Assess human rights policies of the United States and other countries.

SS.912.G.2.3:

Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

SS.912.H.1.4:

Explain philosophical beliefs as they relate to works in the arts.

SS.912.H.2.3:

Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.

SS.912.H.3.1:

Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

SS.912.H.3.2:

Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.

SS.912.W.1.1:

Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.2:

Compare time measurement systems used by different cultures.

SS.912.W.1.3:

Interpret and evaluate primary and secondary sources.

SS.912.W.1.4:

Explain how historians use historical inquiry and other sciences to understand the past.

- SS.912.W.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
- SS.912.W.1.6: Evaluate the role of history in shaping identity and character.
- SS.912.W.2.13: Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
- SS.912.W.2.20: Summarize the major cultural, economic, political, and religious developments in medieval Japan.
- SS.912.W.3.1: Discuss significant people and beliefs associated with Islam.
- SS.912.W.3.2: Compare the major beliefs and principles of Judaism, Christianity, and Islam.
- SS.912.W.2.22: Describe Japan's cultural and economic relationship to China and Korea.
- SS.912.W.3.4: Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
- SS.912.W.4.14: Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
- SS.912.W.5.2: Identify major causes of the Enlightenment.
- SS.912.W.5.3: Summarize the major ideas of Enlightenment philosophers.
- SS.912.W.5.4: Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
- SS.912.W.6.4: Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
- SS.912.W.7.10: Summarize the causes and effects of President Truman's decision to drop the atomic bombs on Japan.
- SS.912.W.8.6: Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
- SS.912.W.9.3: Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
- SS.912.W.9.7: Describe the impact of and global response to international terrorism.



## GENERAL INFORMATION

<b>Course Number:</b>	2105340
<b>Course Title:</b>	Philosophy
<b>Course Abbreviated Title:</b>	PHILOS
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Philosophy and Religion»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Philosophy</b> – The grade 9-12 Philosophy course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the fundamental questions pertinent to all areas of human activity and inquiries. Content should include, but is not limited to, an introduction to classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and social, political and religious philosophies.

## RELATED BENCHMARKS:

### **LACC.910.RH.1**

LACC.910.RH.1.1:

#### **Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LACC.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### **LACC.910.RH.2**

LACC.910.RH.2.4:

#### **Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LACC.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### **LACC.910.RH.3:**

LACC.910.RH.3.7:

#### **Integration of Knowledge and Ideas**

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LACC.910.RH.3.8:

Assess the extent to which the reasoning and evidence in a text support the author's claims.

LACC.910.RH.3.9:

Compare and contrast treatments of the same topic in several primary and secondary sources.

### **LACC.910.RH.4:**

LACC.910.RH.4.10:

#### **Range of Reading and Level of Text Complexity**

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

### **LACC.910.WHST.1**

LACC.910.WHST.1.1:

#### **Text Types and Purposes**

Write arguments focused on discipline-specific content.

LACC.910.WHST.1.1a:

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LACC.910.WHST.1.1b:

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a

	discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MACC.K12.MP**

MACC.K12.MP.1  
MACC.K12.MP.3  
MACC.K12.MP.5  
MACC.K12.MP.6

**Mathematical Practices**

Make sense of problems and persevere in solving them.  
Construct viable arguments and critique the reasoning of others.  
Use appropriate tools strategically.  
Attend to precision.

- SS.912.A.1.1: Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- SS.912.A.1.3: Utilize timelines to identify the time sequence of historical data.
- SS.912.A.1.4: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- SS.912.A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
- SS.912.A.1.6: Use case studies to explore social, political, legal, and economic relationships in history.
- SS.912.A.1.7: Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
- SS.912.A.3.10: Review different economic and philosophic ideologies.
- SS.912.A.7.5: Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
- SS.912.C.1.1: Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
- SS.912.C.1.2: Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
- SS.912.C.1.3: Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
- SS.912.C.1.4: Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
- SS.912.C.1.5: Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
- SS.912.C.2.6: Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
- SS.912.C.3.1: Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
- SS.912.C.3.10: Evaluate the significance and outcomes of landmark Supreme Court cases.
- SS.912.C.3.15: Examine how power and responsibility are distributed, shared, and limited by the Constitution.
- SS.912.G.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions.
- SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
- SS.912.G.2.3: Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
- SS.912.H.1.4: Explain philosophical beliefs as they relate to works in the arts.
- SS.912.H.2.3: Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.
- SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.12:	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.20:	Summarize the major cultural, economic, political, and religious developments in medieval Japan.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.2.22:	Describe Japan's cultural and economic relationship to China and Korea.
SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
SS.912.W.4.10:	Identify the major contributions of individuals associated with the Scientific Revolution.
SS.912.W.5.2:	Identify major causes of the Enlightenment.
SS.912.W.5.3:	Summarize the major ideas of Enlightenment philosophers.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.5.5:	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.8.8:	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.

## GENERAL INFORMATION

<b>Course Number:</b>	2105310
<b>Course Title:</b>	World Religions
<b>Course Abbreviated Title:</b>	WORLD RELIGIONS
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Philosophy and Religion»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>World Religions</b> – The grade 9-12 World Religions course consists of the following content area strands: World History, Geography and Humanities. The primary content emphasis for this course pertains to the study of major world religious traditions of Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism and Taoism . Students will identify criteria upon which religious beliefs are based, analyze relationships between religious and social and political institutions, trace the major developments of the world's living religions, distinguish the similarities and differences among the world's major religious traditions, synthesize information and ideas from conflicting religious beliefs, and interpret the development of a society as reflected by its religious beliefs.

## RELATED BENCHMARKS:

<b>LACC.910.RH.1</b>	<b>Key Ideas and Details</b>
LACC.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LACC.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LACC.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<b>LACC.910.RH.2</b>	<b>Craft and Structure</b>
LACC.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LACC.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LACC.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<b>LACC.910.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>
LACC.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LACC.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LACC.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
<b>LACC.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
LACC.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<b>LACC.910.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>

LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.H.1.3:	Relate works in the arts to various cultures.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.2:	Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.
SS.912.W.2.4:	Identify key figures associated with the Byzantine Empire.
SS.912.W.2.5:	Explain the contributions of the Byzantine Empire.
SS.912.W.2.6:	Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.

- SS.912.W.2.7: Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.
- SS.912.W.2.8: Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conquerer and Suleyman the Magnificent.
- SS.912.W.2.10: Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
- SS.912.W.2.12: Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
- SS.912.W.2.13: Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
- SS.912.W.2.19: Describe the impact of Japan's physiography on its economic and political development.
- SS.912.W.2.20: Summarize the major cultural, economic, political, and religious developments in medieval Japan.
- SS.912.W.2.22: Describe Japan's cultural and economic relationship to China and Korea.
- SS.912.W.3.1: Discuss significant people and beliefs associated with Islam.
- SS.912.W.3.2: Compare the major beliefs and principles of Judaism, Christianity, and Islam.
- SS.912.W.3.3: Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
- SS.912.W.3.4: Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
- SS.912.W.3.5: Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
- SS.912.W.3.6: Describe key economic, political, and social developments in Islamic history.
- SS.912.W.3.7: Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
- SS.912.W.3.8: Identify important figures associated with the Crusades.
- SS.912.W.8.10: Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
- SS.912.W.9.1: Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
- SS.912.W.9.3: Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.



## GENERAL INFORMATION

<b>Course Number:</b>	2104600
<b>Course Title:</b>	Multicultural Studies
<b>Course Abbreviated Title:</b>	MULTICLTRL STUDIES
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Multicultural Studies»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Multicultural Studies</b> – The grade 9-12 Multicultural Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of multicultural and multiethnic groups in the United States and their influence on the development of American culture. Content should include, but is not limited to, the influence of geography on the social and economic development of Native American culture, the influence of major historical events on the development of a multicultural American society and a study of the political, economic and social aspects of Native American, Hispanic American, African American and Asian American culture.

## RELATED BENCHMARKS:

### **LACC.910.RH.1**

LACC.910.RH.1.1:

#### **Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LACC.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### **LACC.910.RH.2**

LACC.910.RH.2.4:

#### **Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LACC.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### **LACC.910.RH.3:**

LACC.910.RH.3.7:

#### **Integration of Knowledge and Ideas**

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LACC.910.RH.3.8:

Assess the extent to which the reasoning and evidence in a text support the author's claims.

LACC.910.RH.3.9:

Compare and contrast treatments of the same topic in several primary and secondary sources.

### **LACC.910.RH.4:**

LACC.910.RH.4.10:

#### **Range of Reading and Level of Text Complexity**

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

### **LACC.910.WHST.1**

LACC.910.WHST.1.1:

#### **Text Types and Purposes**

Write arguments focused on discipline-specific content.

LACC.910.WHST.1.1a:

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>

LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.

- SS.912.A.2.5: Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
- SS.912.A.2.6: Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
- SS.912.A.2.7: Review the Native American experience.
- SS.912.A.3.5: Identify significant inventors of the Industrial Revolution including African Americans and women.
- SS.912.A.3.6: Analyze changes that occurred as the United States shifted from agrarian to an industrial society.
- SS.912.A.3.7: Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).
- SS.912.A.3.10: Review different economic and philosophic ideologies.
- SS.912.A.3.11: Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.
- SS.912.A.3.12: Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
- SS.912.A.3.13: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.4.1: Analyze the major factors that drove United States imperialism.
- SS.912.A.4.8: Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
- SS.912.A.4.9: Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
- SS.912.A.5.2: Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.
- SS.912.A.5.6: Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
- SS.912.A.5.7: Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
- SS.912.A.5.8: Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
- SS.912.A.5.9: Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
- SS.912.A.5.10: Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
- SS.912.A.6.9: Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
- SS.912.A.7.4: Evaluate the success of 1960s era presidents' foreign and domestic policies.
- SS.912.A.7.5: Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
- SS.912.A.7.6: Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
- SS.912.A.7.7: Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
- SS.912.A.7.8: Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
- SS.912.A.7.9: Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.

- SS.912.A.7.11: Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
- SS.912.A.7.12: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
- SS.912.A.7.13: Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.
- SS.912.A.7.14: Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
- SS.912.A.7.16: Examine changes in immigration policy and attitudes toward immigration since 1950.
- SS.912.A.7.17: Examine key events and key people in Florida history as they relate to United States history.
- SS.912.H.1.4: Explain philosophical beliefs as they relate to works in the arts.
- SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
- SS.912.C.4.1: Explain how the world's nations are governed differently.
- SS.912.C.4.2: Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
- SS.912.C.4.3: Assess human rights policies of the United States and other countries.

**Florida Department of Education  
Course Description, Grades 9-12**

<b>Course Number:</b>	2104360
<b>Course Title:</b>	Engaged Citizenship through Service-Learning, 2
<b>Abbreviated Title:</b>	ENG CITIZ SERV LRNG2
<b>Number of Credits:</b>	0.5 credit
<b>Course Length:</b>	Half-year
<b>Course Level:</b>	2
<b>Graduation Requirements:</b>	N/A
<b>General Notes:</b>	<p>This course provides applications and opportunities for leadership in the areas of service-learning, civic responsibility, and civic engagement. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 40 hours' duration.</p> <p>The content should include, but not be limited to, the following:</p> <ol style="list-style-type: none"> <li>1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.</li> <li>2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.</li> <li>3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.</li> <li>4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service.</li> </ol> <p>All of the above activities may be counted toward the service-learning 40-hour requirement. Activities can range widely and occur within or beyond the school. For more information about service-learning, see the Florida Department of Education Web site at <a href="http://www.fldoe.org/family/learnserv.asp">www.fldoe.org/family/learnserv.asp</a>.</p> <p>Language Arts benchmarks are addressed as students read, write, create documents, and make public presentations about needs and activities to address them. Social Studies benchmarks include analyzing community issues, coming up</p>

with solutions, and conducting service projects. Math benchmarks are met as students chart and graph data as part of issue investigation, project design, demonstration, and/or reflection. Health and Physical Education are addressed as projects include discussion and learning related to safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students' interaction with others.

After successfully completing this course, the student will:

1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.
2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.
3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.
4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.
5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students' knowledge, skills and/or abilities).
6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).
7. Assess and evaluate impacts of their efforts, measuring outputs and impacts not only on the communities being served, but also on her/himself.
8. Provide documentation of activities and the minimum 40 hours of participation in one or more approved service-learning projects.

For this second-level high school course, the expectation is that students will not only engage in more service-learning hours and activities than students in the first level, but will also show higher levels of responsibility and leadership in project design and implementation. Additional roles can include helping other students or teachers with aspects of project design and implementation, and teaching/presenting to other groups inside and beyond the school about course-based projects.

**RELATED BENCHMARKS:**

**LACC.910.L.3.4**

LACC.910.L.3.4:

**Vocabulary Acquisition and Use**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

LACC.910.L.3.4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LACC.910.L.3.4b:	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LACC.910.L.3.4c:	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
LACC.910.L.3.4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>LACC.910.RI.4</b>	<b>Range of Reading and Level of Text Complexity</b>
LACC.910.RI.4.10:	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
<b>LACC.910.4</b>	<b>Range of Writing</b>
LACC.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>LACC.910.W.1</b>	<b>Text Types and Purposes</b>
LACC.910.W.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
LACC.910.W.1.1b:	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.W.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.W.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.W.1.1e:	Provide a concluding statement or section that follows from and supports the argument presented.
LACC.910.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LACC.910.W.1.2a:	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
<b>LACC.910.W.2</b>	<b>Production and Distribution of Writing</b>
LACC.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's



capacity to link to other information and to display information flexibly and dynamically.

**LACC.910.SL.1**

**Comprehension and Collaboration**

LACC.910.SL.1.1:

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

LACC.910.SL.1.1a:

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

LACC.910.SL.1.1b:

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

LACC.910.SL.1.1c:

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

LACC.910.SL.1.1d:

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

LACC.910.SL.1.2:

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LACC.910.SL.1.3:

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**LACC.910.SL.2**

**Presentation of Knowledge and ideas**

LACC.910.SL.2.4:

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

LACC.910.SL.2.5:

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LACC.910.SL.2.6:

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 910 Language standards 1 and 3 on pages 54 for specific expectations.)

**LACC.910.RI.1**

**Key Ideas and Details**

LACC.910.RI.1.1:

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LACC.910.RI.1.2:

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

LACC.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.3.12:	Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.912.C.2.5:	Conduct a service project to further the public good.
SS.912.C.2.8:	Analyze the impact of citizen participation as a means of achieving political and social change.
SS.912.C.2.10:	Monitor current public issues in Florida.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.G.5.5:	Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
CCMA.K-12.MP.4:	Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.
CCMA.9-12.A.REI.4:	Solve quadratic equations in one variable.
PE.912.C.1.20:	Know various ways in which physical conflict can be resolved appropriately.
PE.912.M.1.5:	Apply strategies for self improvement based on individual strengths and needs.
PE.912.R.1.1:	Act independently of peer pressure both in and out of school.
PE.912.R.1.4:	Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.

- HE.912.B.3.2: Examine barriers that can hinder healthy decision-making.
- HE.912.B.3.5: Appraise the potential short-term and long-term outcomes of each alternative on self and others.
- HE.912.C.1.5: Propose strategies to reduce or prevent injuries and health problems.

**Florida Department of Education  
Course Description, Grades 9-12**

<b>Course Number:</b>	2104350
<b>Course Title:</b>	Engaged Citizenship through Service-Learning, 1
<b>Abbreviated Title:</b>	ENG CITIZ SERV LRNG1
<b>Number of Credits:</b>	0.5 credit
<b>Course Length:</b>	Half-year
<b>Course Level:</b>	2
<b>Graduation Requirements:</b>	N/A
<b>General Notes:</b>	<p>This course provides an introduction and opportunities for leadership in the areas of service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 30 hours' duration.</p> <p>The content should include, but not be limited to, the following:</p> <ol style="list-style-type: none"> <li>1. Students, working individually or in small or large groups, will investigate, quantify, and choose among issues and needs that can be addressed.</li> <li>2. Students will design and then implement one or more service-learning projects to address identified needs through direct, indirect, advocacy, or research-focused action. Projects will involve meaningful partnerships.</li> <li>3. Students will conduct reflection activities to measure and record information about the service-learning activities and their impacts.</li> <li>4. Students will demonstrate KSAs (knowledge, skills, or abilities) gained from projects through project-developed products and public presentations that educate others about the needs/issues addressed, activities conducted, impacts measured, and/or how others can also meet needs through service.</li> </ol> <p>All of the above activities may be counted toward the service-learning 30-hour requirement. Activities can range widely and occur within or beyond the school. For more information about service-learning, see the Florida Department of Education Web site at <a href="http://www.fldoe.org/family/learnserve.asp">www.fldoe.org/family/learnserve.asp</a>.</p> <p>Language Arts benchmarks are addressed as students read, write, create documents, and make public presentations about needs and activities to address them. Social Studies benchmarks include analyzing community issues, coming up with solutions, and conducting service projects. Math benchmarks are met as students chart and graph data as part of issue investigation, project design, demonstration, and/or reflection. Health and Physical Education are addressed as projects include discussion and</p>

	<p>learning related to safety, liability, interpersonal skills, conflict avoidance, appraising outcomes and impacts on others, maintaining appropriate behavior, etc., in the students' interaction with others.</p> <p>After successfully completing this course, the student will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of service-learning, the types of service-learning, and its importance in a participatory democracy.</li> <li>2. Demonstrate the ability to identify school/community needs and propose solutions that can be implemented through service-learning.</li> <li>3. Demonstrate the ability to identify and analyze different points of view to gain an understanding of diverse backgrounds and perspectives and their value.</li> <li>4. Demonstrate the ability to investigate significant needs, plan and implement service-learning projects to address them, evaluate project effectiveness, and present the information to an authentic audience.</li> <li>5. Demonstrate use of effective self-assessment and reflection strategies (e.g., verbal, written, artistic, and non-verbal activities to demonstrate learning, understanding, and changes in students' knowledge, skills and/or abilities).</li> <li>6. Demonstrate effective use of facilitative communication skills (e.g., writing, speaking, listening, questioning, paraphrasing, non-verbal communication, non-judgmental response).</li> </ol> <p>Provide documentation of activities and the minimum 30 hours of participation in one or more approved service-learning project.</p>
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**Related Benchmarks**

**LACC.910.L.3.4**

**Vocabulary Acquisition and Use**

LACC.910.L.3.4:

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

LACC.910.L.3.4a:

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

LACC.910.L.3.4b:

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

LACC.910.L.3.4c:

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

LACC.910.L.3.4d:

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**LACC.910.RI.4**

**Range of Reading and Level of Text Complexity**

LACC.910.RI.4.10:

By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

**LACC.910.4**

**Range of Writing**

LACC.910.W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**LACC.910.W.1 Text Types and Purposes**

LACC.910.W.1.1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

LACC.910.W.1.1b: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

LACC.910.W.1.1c: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LACC.910.W.1.1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LACC.910.W.1.1e: Provide a concluding statement or section that follows from and supports the argument presented.

LACC.910.W.1.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

LACC.910.W.1.2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**LACC.910.W.2 Production and Distribution of Writing**

LACC.910.W.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**LACC.910.SL.1 Comprehension and Collaboration**

LACC.910.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LACC.910.SL.1.1a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

LACC.910.SL.1.1b: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

LACC.910.SL.1.1c: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

LACC.910.SL.1.1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

- LACC.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- LACC.910.SL.1.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- LACC.910.SL.2**  
**Presentation of Knowledge and ideas**
- LACC.910.SL.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- LACC.910.SL.2.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- LACC.910.SL.2.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 910 Language standards 1 and 3 on pages 54 for specific expectations.)
- LACC.910.RI.1**  
**Key Ideas and Details**
- LACC.910.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- LACC.910.RI.1.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- LACC.910.RI.1.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- SS.912.A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
- SS.912.A.3.12: Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
- SS.912.A.7.12: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
- SS.912.C.2.2: Evaluate the importance of political participation and civic participation.
- SS.912.C.2.3: Experience the responsibilities of citizens at the local, state, or federal levels.
- SS.912.C.2.5: Conduct a service project to further the public good.
- SS.912.C.2.8: Analyze the impact of citizen participation as a means of achieving political and social change.
- SS.912.C.2.10: Monitor current public issues in Florida.
- SS.912.C.2.11: Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
- SS.912.E.2.2: Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
- SS.912.G.5.5: Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.
- SS.912.W.1.3: Interpret and evaluate primary and secondary sources.

- CCMA.K-12.MP.4: Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.
- CCMA.9-12.A.REI.4: Solve quadratic equations in one variable.
- PE.912.C.1.20: Know various ways in which physical conflict can be resolved appropriately.
- PE.912.M.1.5: Apply strategies for self improvement based on individual strengths and needs.
- PE.912.R.1.1: Act independently of peer pressure both in and out of school.
- PE.912.R.1.4: Maintain appropriate personal, social, and ethical behavior while participating in a variety of physical activities.
- HE.912.B.3.2: Examine barriers that can hinder healthy decision-making.
- HE.912.B.3.5: Appraise the potential short-term and long-term outcomes of each alternative on self and others.
- HE.912.C.1.5: Propose strategies to reduce or prevent injuries and health problems.



## GENERAL INFORMATION

<b>Course Number:</b>	2104340
<b>Course Title:</b>	Women's Studies
<b>Course Abbreviated Title:</b>	WOMEN'S STUDIES
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Interdisciplinary and Applied Social Sciences»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Women's Studies</b> – The grade 9-12 Women's Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the historical development of women in various cultures, the role of women in shaping history, and of contemporary issues that impact the lives of women.

## RELATED BENCHMARKS:

### **LACC.910.RH.1**

LACC.910.RH.1.1:

#### **Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LACC.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### **LACC.910.RH.2**

LACC.910.RH.2.4:

#### **Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LACC.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### **LACC.910.RH.3:**

LACC.910.RH.3.7:

#### **Integration of Knowledge and Ideas**

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LACC.910.RH.3.8:

Assess the extent to which the reasoning and evidence in a text support the author's claims.

LACC.910.RH.3.9:

Compare and contrast treatments of the same topic in several primary and secondary sources.

### **LACC.910.RH.4:**

LACC.910.RH.4.10:

#### **Range of Reading and Level of Text Complexity**

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

### **LACC.910.WHST.1**

LACC.910.WHST.1.1:

#### **Text Types and Purposes**

Write arguments focused on discipline-specific content.

LACC.910.WHST.1.1a:

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LACC.910.WHST.1.1b:

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.

MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.10:	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
SS.912.W.2.17:	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.
SS.912.W.3.17:	Describe the roles of people in the Maya, Inca, and Aztec societies.
SS.912.W.3.18:	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
SS.912.W.4.3:	Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.
SS.912.W.4.14:	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.

- SS.912.W.4.15: Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
- SS.912.W.6.4: Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
- SS.912.W.9.4: Describe the causes and effects of twentieth century nationalist conflicts.
- SS.912.W.9.5: Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
- SS.912.H.1.4: Explain philosophical beliefs as they relate to works in the arts.
- SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
- SS.912.C.4.1: Explain how the world's nations are governed differently.
- SS.912.C.4.2: Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
- SS.912.C.4.3: Assess human rights policies of the United States and other countries.
- SS.912.A.3.5: Identify significant inventors of the Industrial Revolution including African Americans and women.
- SS.912.A.4.8: Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
- SS.912.A.4.9: Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
- SS.912.A.5.7: Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
- SS.912.A.5.9: Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
- SS.912.A.5.10: Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
- SS.912.A.7.3: Examine the changing status of women in the United States from post-World War II to present.
- SS.912.A.7.5: Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
- SS.912.A.7.9: Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
- SS.912.A.7.11: Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
- SS.912.A.7.12: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

## GENERAL INFORMATION

<b>Course Number:</b>	2104330
<b>Course Title:</b>	Voluntary School/Community Service
<b>Course Abbreviated Title:</b>	VOL SCH/COMMU SERV
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Interdisciplinary and Applied Social Studies»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Voluntary School/Community Service</b> - The grade <b>Voluntary School/Community Service</b> course consists of the following content area strands: World History, American History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the concept of service to society and the engagement in activities that benefit communities. Content should include, but is not limited to, the identification of school or community challenges and needs, options for responding to identified needs, and the development and implementation of a personal plan for providing school or community service.
<b>Special Note:</b>	To receive credit for this course, documentation of at least 75 hours of school or community service must be provided.

## RELATED BENCHMARKS:

<b>LACC.910.RH.2</b>	<b>Craft and Structure</b>
LACC.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
<b>LACC.910.RH.3</b>	<b>Integration of Knowledge and Ideas</b>
LACC.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LACC.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LACC.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
<b>LACC.910.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
<b>LACC.910.WHST.2</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

- SS.912.A.1.7: Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
- SS.912.C.2.2: Evaluate the importance of political participation and civic participation.
- SS.912.C.2.3: Experience the responsibilities of citizens at the local, state, or federal levels.
- SS.912.C.2.5: Conduct a service project to further the public good.
- SS.912.C.2.8: Analyze the impact of citizen participation as a means of achieving political and social change.
- SS.912.C.2.10: Monitor current public issues in Florida.
- SS.912.C.2.11: Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
- SS.912.C.3.13: Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
- SS.912.E.2.2: Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
- SS.912.E.2.11: Assess the economic impact of negative and positive externalities on the local, state, and national environment.
- SS.912.W.1.3: Interpret and evaluate primary and secondary sources.

## GENERAL INFORMATION

<b>Course Number:</b>	2104320
<b>Course Title:</b>	Global Studies
<b>Course Abbreviated Title:</b>	GLOBAL STUDIES
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Interdisciplinary and Applied Social Studies»
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Global Studies</b> – The grade 9-12 Global Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the study of the commonalties and differences among the peoples and cultures of the world and the complex nature of individual, group and national interactions in today's world. Content should include, but is not limited to, global interdependence and challenges, culture, international systems and policies, pluralism, transnationalism, and cultural diffusion, global economics, and human-environment interactions.

## RELATED BENCHMARKS:

### **LACC.910.RH.1**

LACC.910.RH.1.1:

#### **Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LACC.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### **LACC.910.RH.2**

LACC.910.RH.2.4:

#### **Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LACC.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### **LACC.910.RH.3:**

LACC.910.RH.3.7:

#### **Integration of Knowledge and Ideas**

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LACC.910.RH.3.8:

Assess the extent to which the reasoning and evidence in a text support the author's claims.

LACC.910.RH.3.9:

Compare and contrast treatments of the same topic in several primary and secondary sources.

### **LACC.910.RH.4:**

LACC.910.RH.4.10:

#### **Range of Reading and Level of Text Complexity**

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

### **LACC.910.WHST.1**

LACC.910.WHST.1.1:

#### **Text Types and Purposes**

Write arguments focused on discipline-specific content.

LACC.910.WHST.1.1a:

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.



**LACC.910.WHST.4:**  
LACC.910.WHST.4.10:

**Range of Writing**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MACC.K12.MP**  
MACC.K12.MP.1  
MACC.K12.MP.3  
MACC.K12.MP.5  
MACC.K12.MP.6

**Mathematical Practices**

Make sense of problems and persevere in solving them.

Construct viable arguments and critique the reasoning of others.

Use appropriate tools strategically.

Attend to precision.

SS.912.G.1.1:

Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

SS.912.G.1.2:

Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.1.3:

Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

SS.912.G.1.4

Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

SS.912.G.2.1:

Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.2.2:

Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

SS.912.G.2.3:

Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

SS.912.G.4.1:

Interpret population growth and other demographic data for any given place.

SS.912.G.4.2:

Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

SS.912.G.4.3:

Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

SS.912.G.4.4:

Use geographic terms and tools to analyze case studies of issues in globalization.

SS.912.G.4.7:

Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

SS.912.G.4.9:

Use political maps to describe the change in boundaries and governments within continents over time.

SS.912.A.1.1:

Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

SS.912.A.1.2:

Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.3:

Utilize timelines to identify the time sequence of historical data.

SS.912.A.1.4:

Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

SS.912.A.1.5:

Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

SS.912.A.1.6:

Use case studies to explore social, political, legal, and economic relationships in history.

SS.912.A.1.7:

Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

SS.912.A.3.10:

Review different economic and philosophic ideologies.

SS.912.A.7.11:

Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

SS.912.A.7.12:

Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

SS.912.A.7.14:	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.E.3.4:	Assess the economic impact of negative and positive externalities on the international environment.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations.
SS.912.H.1.1:	Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
SS.912.H.1.2:	Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.
SS.912.H.1.3:	Relate works in the arts to various cultures.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.1.5:	Examine artistic response to social issues and new ideas in various cultures.
SS.912.H.1.6:	Analyze how current events are explained by artistic and cultural trends of the past.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.8.8:	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
SS.912.W.8.9:	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.8.10:	Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.
SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.2:	Describe the causes and effects of post-World War II economic and demographic changes.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.W.9.6:	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.

## GENERAL INFORMATION

<b>Course Number:</b>	2104300
<b>Course Title:</b>	Introduction to the Social Sciences
<b>Course Abbreviated Title:</b>	INTROD SOCIAL SCI
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Interdisciplinary and Applied Social Sciences»
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Introduction to the Social Sciences</b> – The grade 9-12 Introduction to the Social Sciences course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the study of the scope, focus and methodology of the social sciences through an overview of its various disciplines. Content should include, but is not limited to essential concepts in the fields of anthropology, economics, geography, history, political science, psychology and sociology, inquiry methodologies, measurement techniques, interdisciplinary strategies, leading contributors in the major fields of social science, and development of effective logic and reasoning skills.

## RELATED BENCHMARKS:

<b>LACC.910.RH.1</b>	<b>Key Ideas and Details</b>
LACC.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LACC.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LACC.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<b>LACC.910.RH.2</b>	<b>Craft and Structure</b>
LACC.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LACC.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LACC.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<b>LACC.910.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>
LACC.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LACC.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LACC.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
<b>LACC.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
LACC.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<b>LACC.910.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.

**LACC.910.WHST.4:**  
LACC.910.WHST.4.10:

**Range of Writing**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MACC.K12.MP**  
MACC.K12.MP.1  
MACC.K12.MP.3  
MACC.K12.MP.5  
MACC.K12.MP.6

**Mathematical Practices**

Make sense of problems and persevere in solving them.

Construct viable arguments and critique the reasoning of others.

Use appropriate tools strategically.

Attend to precision.

SS.912.G.1.1:

Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

SS.912.G.1.2:

Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.1.3:

Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

SS.912.G.1.4

Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

SS.912.G.2.1:

Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.2.2:

Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

SS.912.G.2.3:

Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

SS.912.G.4.1:

Interpret population growth and other demographic data for any given place.

SS.912.G.4.2:

Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

SS.912.G.4.3:

Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

SS.912.G.4.7:

Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

SS.912.G.4.9:

Use political maps to describe the change in boundaries and governments within continents over time.

SS.912.A.1.1:

Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

SS.912.A.1.2:

Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.3:

Utilize timelines to identify the time sequence of historical data.

SS.912.A.1.4:

Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

SS.912.A.1.5:

Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

SS.912.A.1.6:

Use case studies to explore social, political, legal, and economic relationships in history.

SS.912.A.1.7:

Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

SS.912.A.3.10:

Review different economic and philosophic ideologies.

SS.912.A.7.12:

Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

SS.912.C.1.3:

Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.

- SS.912.C.1.5: Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
- SS.912.C.2.4: Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
- SS.912.C.2.6: Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
- SS.912.C.2.7: Explain why rights have limits and are not absolute.
- SS.912.C.2.8: Analyze the impact of citizen participation as a means of achieving political and social change.
- SS.912.C.3.1: Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
- SS.912.C.4.1: Explain how the world's nations are governed differently.
- SS.912.C.4.2: Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
- SS.912.C.4.3: Assess human rights policies of the United States and other countries.
- SS.912.E.1.1: Identify the factors of production and why they are necessary for the production of goods and services.
- SS.912.E.1.3: Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
- SS.912.E.1.4: Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
- SS.912.E.1.6: Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
- SS.912.E.1.10: Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
- SS.912.E.3.5: Compare the current United States economy with other developed and developing nations.
- SS.912.E.3.6: Differentiate and draw conclusions about historical economic thought theorized by economists.
- SS.912.H.1.1: Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
- SS.912.H.1.2: Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.
- SS.912.H.1.3: Relate works in the arts to various cultures.
- SS.912.H.1.4: Explain philosophical beliefs as they relate to works in the arts.
- SS.912.H.1.6: Analyze how current events are explained by artistic and cultural trends of the past.
- SS.912.H.2.4: Examine the effects that works in the arts have on groups, individuals, and cultures.
- SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
- SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.
- SS.912.W.1.2: Compare time measurement systems used by different cultures.
- SS.912.W.1.3: Interpret and evaluate primary and secondary sources.
- SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.
- SS.912.W.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
- SS.912.W.1.6: Evaluate the role of history in shaping identity and character.

## GENERAL INFORMATION

<b>Course Number:</b>	2103300
<b>Course Title:</b>	World Cultural Geography
<b>Course Abbreviated Title:</b>	WORLD CLTRL GEOG
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Geography»
<b>Number of Credits:</b>	1.0
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>World Cultural Geography</b> – The grade World Cultural Geography course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity. Content should include, but is not limited to, the use of geographic tools and skills to gather and interpret data and to draw conclusions about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity, patterns of population growth and settlement in different cultures and environments, the interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures.

## RELATED BENCHMARKS:

### **LACC.910.RH.1**

LACC.910.RH.1.1:

#### **Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LACC.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### **LACC.910.RH.2**

LACC.910.RH.2.4:

#### **Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LACC.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### **LACC.910.RH.3:**

LACC.910.RH.3.7:

#### **Integration of Knowledge and Ideas**

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LACC.910.RH.3.8:

Assess the extent to which the reasoning and evidence in a text support the author's claims.

LACC.910.RH.3.9:

Compare and contrast treatments of the same topic in several primary and secondary sources.

### **LACC.910.RH.4:**

LACC.910.RH.4.10:

#### **Range of Reading and Level of Text Complexity**

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

### **LACC.910.WHST.1**

#### **Text Types and Purposes**

LACC.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to



	maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.16:	Trace the growth and development of national identity in England, France, and Spain.
SS.912.W.2.19:	Describe the impact of Japan's physiography on its economic and political development.
SS.912.W.2.20:	Summarize the major cultural, economic, political, and religious developments in medieval Japan.
SS.912.W.2.22:	Describe Japan's cultural and economic relationship to China and Korea.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam.

SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.13:	Compare economic, political, and social developments in East, West, and South Africa.
SS.912.W.3.18:	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
SS.912.W.9.2:	Describe the causes and effects of post-World War II economic and demographic changes.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.

## **GENERAL INFORMATION**

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<b>Course Number:</b>	2102390
<b>Course Title:</b>	The American Economic Experience: Scarcity and Choice Honors
<b>Course Abbreviated Title:</b>	AMER ECON EXP HON
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Economics »
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	3
<b>Status:</b>	Pending State Board Approval
<b>Graduation Requirements:</b>	Economics (EC)
<b>General Notes:</b>	<b>The American Economic Experience: Scarcity and Choice</b> – The grade 9-12 The American Economic Experience: Scarcity and Choice consists of the following content area strands: American History, World History, Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of economics in the American system. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the development of a market economy, the American mixed-market system, the global market and economy, major economic theories, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, personal finance, financial and investment markets, and the business cycle.

**Honors/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

**Special Note:** Students earning credit in this course may not earn credit in Economics (2102310), Economics Honors (2102320), or The American Economic Experience Honors (2102390).

## **RELATED BENCHMARKS:**

Scheme	Descriptor
<b>LACC.910.RH.1</b>	<b>Key Ideas and Details</b>
LACC.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LACC.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LACC.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<b>LACC.910.RH.2</b>	<b>Craft and Structure</b>
LACC.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LACC.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LACC.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<b>LACC.910.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>
LACC.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LACC.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LACC.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
<b>LACC.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
LACC.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<b>LACC.910.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>

LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.912.W.7.4:	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
SS.912.A.5.11:	Examine causes, course, and consequences of the Great Depression and the New Deal.
SS.912.E.1.1:	Identify the factors of production and why they are necessary for the production of goods and services.
SS.912.E.1.2:	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
SS.912.E.1.3:	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4:	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
SS.912.E.1.5:	Compare different forms of business organizations.
SS.912.E.1.6:	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
SS.912.E.1.7:	Graph and explain how firms determine price and output through marginal cost analysis.
SS.912.E.1.8:	Explain ways firms engage in price and nonprice competition.
SS.912.E.1.9:	Describe how the earnings of workers are determined.
SS.912.E.1.10:	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.

- SS.912.E.1.11: Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
- SS.912.E.1.12: Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
- SS.912.E.1.13: Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
- SS.912.E.1.14: Compare credit, savings, and investment services available to the consumer from financial institutions.
- SS.912.E.1.15: Describe the risk and return profiles of various investment vehicles and the importance of diversification.
- SS.912.E.1.16: Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.
- SS.912.E.2.1: Identify and explain broad economic goals.
- SS.912.E.2.2: Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
- SS.912.E.2.3: Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
- SS.912.E.2.4: Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
- SS.912.E.2.5: Analyze how capital investments may impact productivity and economic growth.
- SS.912.E.2.6: Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
- SS.912.E.2.7: Identify the impact of inflation on society.
- SS.912.E.2.8: Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
- SS.912.E.2.9: Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
- SS.912.E.2.10: Describe the organization and functions of the Federal Reserve System.
- SS.912.E.2.11: Assess the economic impact of negative and positive externalities on the local, state, and national environment.
- SS.912.E.2.12: Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
- SS.912.E.3.1: Demonstrate the impact of inflation on world economies.
- SS.912.E.3.2: Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
- SS.912.E.3.3: Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
- SS.912.E.3.4: Assess the economic impact of negative and positive externalities on the international environment.
- SS.912.E.3.5: Compare the current United States economy with other developed and developing nations.
- SS.912.E.3.6: Differentiate and draw conclusions about historical economic thought theorized by economists.
- SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
- SS.912.G.3.3: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
- SS.912.G.4.4: Use geographic terms and tools to analyze case studies of issues in globalization.

## GENERAL INFORMATION

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<b>Course Number:</b>	2102380
<b>Course Title:</b>	The American Economic Experience: Scarcity and Choice
<b>Course Abbreviated Title:</b>	AMERICAN ECON EXP
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Economics »
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	Pending State Board Approval
<b>Graduation Requirements:</b>	Economics (EC)
<b>General Notes:</b>	<b>The American Economic Experience: Scarcity and Choice</b> – The grade 9-12 The American Economic Experience: Scarcity and Choice consists of the following content area strands: American History, World History, Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of economics in the American system. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the development of a market economy, the American mixed-market system, the global market and economy, major economic theories, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, personal finance, financial and investment markets, and the business cycle.
<b>Special Note:</b>	Students earning credit in this course may not earn credit in Economics (2102310), Economics Honors (2102320), or The American Economic Experience Honors (2102390).

## RELATED BENCHMARKS:

Scheme	Descriptor
<b>LACC.910.RH.1</b>	<b>Key Ideas and Details</b>
LACC.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LACC.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LACC.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<b>LACC.910.RH.2</b>	<b>Craft and Structure</b>
LACC.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LACC.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LACC.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<b>LACC.910.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>
LACC.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LACC.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LACC.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
<b>LACC.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>

LACC.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<b>LACC.910.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in



	answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.912.W.7.4:	Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
SS.912.A.5.11:	Examine causes, course, and consequences of the Great Depression and the New Deal.
SS.912.E.1.1:	Identify the factors of production and why they are necessary for the production of goods and services.
SS.912.E.1.2:	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
SS.912.E.1.3:	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4:	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
SS.912.E.1.5:	Compare different forms of business organizations.
SS.912.E.1.6:	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
SS.912.E.1.7:	Graph and explain how firms determine price and output through marginal cost analysis.
SS.912.E.1.8:	Explain ways firms engage in price and nonprice competition.
SS.912.E.1.9:	Describe how the earnings of workers are determined.
SS.912.E.1.10:	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
SS.912.E.1.11:	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
SS.912.E.1.12:	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
SS.912.E.1.13:	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
SS.912.E.1.14:	Compare credit, savings, and investment services available to the consumer from financial institutions.
SS.912.E.1.15:	Describe the risk and return profiles of various investment vehicles and the importance of diversification.
SS.912.E.1.16:	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.
SS.912.E.2.1:	Identify and explain broad economic goals.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.

- SS.912.E.2.3: Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
- SS.912.E.2.4: Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
- SS.912.E.2.5: Analyze how capital investments may impact productivity and economic growth.
- SS.912.E.2.6: Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
- SS.912.E.2.7: Identify the impact of inflation on society.
- SS.912.E.2.8: Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
- SS.912.E.2.9: Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
- SS.912.E.2.10: Describe the organization and functions of the Federal Reserve System.
- SS.912.E.2.11: Assess the economic impact of negative and positive externalities on the local, state, and national environment.
- SS.912.E.2.12: Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
- SS.912.E.3.1: Demonstrate the impact of inflation on world economies.
- SS.912.E.3.2: Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
- SS.912.E.3.3: Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
- SS.912.E.3.4: Assess the economic impact of negative and positive externalities on the international environment.
- SS.912.E.3.5: Compare the current United States economy with other developed and developing nations.
- SS.912.E.3.6: Differentiate and draw conclusions about historical economic thought theorized by economists.
- SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
- SS.912.G.3.3: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
- SS.912.G.4.4: Use geographic terms and tools to analyze case studies of issues in globalization.

## GENERAL INFORMATION

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<b>Course Number:</b>	2102345
<b>Course Title:</b>	Economics with Financial Literacy Honors
<b>Course Abbreviated Title:</b>	ECON FIN LIT HON
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Economics »
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	3
<b>Status:</b>	Pending State Board Approval
<b>Graduation Requirements:</b>	Economics (EC)
<b>General Notes:</b>	<b>Economics</b> - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

**Honors/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

### Special Notes:

#### Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**RELATED BENCHMARKS:**

Scheme

Descriptor

**LACC.910.RH.1**

**Key Ideas and Details**

LACC.910.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LACC.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**LACC.910.RH.2**

**Craft and Structure**

LACC.910.RH.2.4:

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LACC.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**LACC.910.RH.3:**

**Integration of Knowledge and Ideas**

LACC.910.RH.3.7:

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LACC.910.RH.3.8:

Assess the extent to which the reasoning and evidence in a text support the author's claims.

LACC.910.RH.3.9:

Compare and contrast treatments of the same topic in several primary and secondary sources.

**LACC.910.RH.4:**

**Range of Reading and Level of Text Complexity**

LACC.910.RH.4.10:

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**LACC.910.WHST.1**

**Text Types and Purposes**

LACC.910.WHST.1.1:

Write arguments focused on discipline-specific content.

LACC.910.WHST.1.1a:

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LACC.910.WHST.1.1b:

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

LACC.910.WHST.1.1c:

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LACC.910.WHST.1.1d:

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LACC.910.WHST.1.1e:

Provide a concluding statement or section that follows from or supports the argument presented.

LACC.910.WHST.1.2:

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LACC.910.WHST.1.2a:

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LACC.910.WHST.1.2b

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SS.912.E.1.1:	Identify the factors of production and why they are necessary for the production of goods and services.
SS.912.E.1.2:	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
SS.912.E.1.3:	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4:	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
SS.912.E.1.5:	Compare different forms of business organizations.
SS.912.E.1.6:	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
SS.912.E.1.7:	Graph and explain how firms determine price and output through marginal cost analysis.
SS.912.E.1.8:	Explain ways firms engage in price and nonprice competition.
SS.912.E.1.9:	Describe how the earnings of workers are determined.
SS.912.E.1.10:	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.

- SS.912.E.1.11: Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
- SS.912.E.1.12: Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
- SS.912.E.1.13: Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
- SS.912.E.1.14: Compare credit, savings, and investment services available to the consumer from financial institutions.
- SS.912.E.1.15: Describe the risk and return profiles of various investment vehicles and the importance of diversification.
- SS.912.E.1.16: Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.
- SS.912.E.2.1: Identify and explain broad economic goals.
- SS.912.E.2.2: Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
- SS.912.E.2.3: Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
- SS.912.E.2.4: Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
- SS.912.E.2.5: Analyze how capital investments may impact productivity and economic growth.
- SS.912.E.2.6: Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
- SS.912.E.2.7: Identify the impact of inflation on society.
- SS.912.E.2.8: Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
- SS.912.E.2.9: Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
- SS.912.E.2.10: Describe the organization and functions of the Federal Reserve System.
- SS.912.E.2.11: Assess the economic impact of negative and positive externalities on the local, state, and national environment.
- SS.912.E.2.12: Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
- SS.912.E.3.1: Demonstrate the impact of inflation on world economies.
- SS.912.E.3.2: Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
- SS.912.E.3.3: Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
- SS.912.E.3.4: Assess the economic impact of negative and positive externalities on the international environment.
- SS.912.E.3.5: Compare the current United States economy with other developed and developing nations.
- SS.912.E.3.6: Differentiate and draw conclusions about historical economic thought theorized by economists.
- SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
- SS.912.G.3.3: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
- SS.912.G.4.4: Use geographic terms and tools to analyze case studies of issues in globalization.

MA.912.F.1.1	Explain the difference between simple and compound interest.
MA.912.F.3.2	Analyze credit scores and reports.
MA.912.F.3.3	Calculate the finance charges and total amount due on a credit card bill.
MA.912.F.3.4	Compare the advantages and disadvantages of deferred payments.
MA.912.F.3.5	Calculate deferred payments.
MA.912.F.3.6	Calculate total cost of purchasing consumer durables over time given different down payments, financing options, and fees.
MA.912.F.3.9	Calculate the total amount to be paid over the life of a fixed rate loan.
MA.912.F.3.10	Calculate the effects on the monthly payment in the change of interest rate based on an adjustable rate mortgage.
MA.912.F.3.11	Calculate the final pay out amount for a balloon mortgage.
MA.912.F.3.12	Compare the cost of paying a higher interest rate and lower points versus a lower interest rate and more points.
MA.912.F.3.13	Calculate the total amount paid for the life of a loan for a house including the down payment, points, fees, and interest.
MA.912.F.3.14	Compare the total cost for a set purchase price using a fixed rate, adjustable rate, and a balloon mortgage.
MA.912.F.4.1	Develop personal budgets that fit within various income brackets.
MA.912.F.4.2	Explain cash management strategies including debit accounts, checking accounts, and savings accounts.
MA.912.F.4.3	Calculate net worth.
MA.912.F.4.4	Establish a plan to pay off debt.
MA.912.F.4.5	Develop and apply a variety of strategies to use tax tables, and to determine, calculate, and complete yearly federal income tax.
MA.912.F.4.6	Compare different insurance options and fees.
MA.912.F.4.7	Compare and contrast the role of insurance as a device to mitigate risk and calculate expenses of various options.
MA.912.F.4.8	Collect, organize, and interpret data to determine an effective retirement savings plan to meet personal financial goals.
MA.912.F.4.9	Calculate, compare, and contrast different types of retirement plans, including IRAs, ROTH accounts, and annuities.
MA.912.F.4.10	Analyze diversification in investments.
MA.912.F.4.11	Purchase stock with a set amount of money, and follow the process through gains, losses, and selling.
MA.912.F.4.12	Compare and contrast income from purchase of common stock, preferred stock, and bonds.
MA.912.F.4.13	Given current exchange rates be able to convert from one form of currency to another.
MA.912.F.4.14	Use data to compare historical rates of return on investments with investment claims to make informed decisions and identify potential fraud.

## GENERAL INFORMATION

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<b>Course Number:</b>	2102340
<b>Course Title:</b>	Economics with Financial Literacy for Credit Recovery
<b>Course Abbreviated Title:</b>	ECON FIN LIT CR
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Economics »
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Varies
<b>Course Level:</b>	2
<b>Status:</b>	Pending State Board Approval
<b>Graduation Requirements:</b>	Economics (EC)
<b>General Notes:</b>	<b>Economics</b> - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

<b>Special Notes:</b>	Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Common Core State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.
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### Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.



5. Providing extensive text-based research and writing opportunities (claims and evidence).

**RELATED BENCHMARKS:**

Scheme

Descriptor

**LACC.910.RH.1**

**Key Ideas and Details**

LACC.910.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LACC.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**LACC.910.RH.2**

**Craft and Structure**

LACC.910.RH.2.4:

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LACC.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**LACC.910.RH.3:**

**Integration of Knowledge and Ideas**

LACC.910.RH.3.7:

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LACC.910.RH.3.8:

Assess the extent to which the reasoning and evidence in a text support the author's claims.

LACC.910.RH.3.9:

Compare and contrast treatments of the same topic in several primary and secondary sources.

**LACC.910.RH.4:**

**Range of Reading and Level of Text Complexity**

LACC.910.RH.4.10:

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**LACC.910.WHST.1**

**Text Types and Purposes**

LACC.910.WHST.1.1:

Write arguments focused on discipline-specific content.

LACC.910.WHST.1.1a:

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LACC.910.WHST.1.1b:

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

LACC.910.WHST.1.1c:

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LACC.910.WHST.1.1d:

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LACC.910.WHST.1.1e:

Provide a concluding statement or section that follows from or supports the argument presented.

LACC.910.WHST.1.2:

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LACC.910.WHST.1.2a:

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LACC.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SS.912.E.1.1:	Identify the factors of production and why they are necessary for the production of goods and services.
SS.912.E.1.2:	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
SS.912.E.1.3:	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4:	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
SS.912.E.1.5:	Compare different forms of business organizations.
SS.912.E.1.6:	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
SS.912.E.1.7:	Graph and explain how firms determine price and output through marginal cost analysis.

- SS.912.E.1.8: Explain ways firms engage in price and non-price competition.
- SS.912.E.1.9: Describe how the earnings of workers are determined.
- SS.912.E.1.10: Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
- SS.912.E.1.11: Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
- SS.912.E.1.12: Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
- SS.912.E.1.13: Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
- SS.912.E.1.14: Compare credit, savings, and investment services available to the consumer from financial institutions.
- SS.912.E.1.15: Describe the risk and return profiles of various investment vehicles and the importance of diversification.
- SS.912.E.1.16: Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.
- SS.912.E.2.1: Identify and explain broad economic goals.
- SS.912.E.2.2: Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
- SS.912.E.2.3: Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
- SS.912.E.2.4: Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
- SS.912.E.2.5: Analyze how capital investments may impact productivity and economic growth.
- SS.912.E.2.6: Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
- SS.912.E.2.7: Identify the impact of inflation on society.
- SS.912.E.2.8: Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
- SS.912.E.2.9: Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
- SS.912.E.2.10: Describe the organization and functions of the Federal Reserve System.
- SS.912.E.2.11: Assess the economic impact of negative and positive externalities on the local, state, and national environment.
- SS.912.E.2.12: Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
- SS.912.E.3.1: Demonstrate the impact of inflation on world economies.
- SS.912.E.3.2: Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
- SS.912.E.3.3: Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
- SS.912.E.3.4: Assess the economic impact of negative and positive externalities on the international environment.
- SS.912.E.3.5: Compare the current United States economy with other developed and developing nations.
- SS.912.E.3.6: Differentiate and draw conclusions about historical economic thought theorized by economists.
- SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

SS.912.G.3.3:	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
SS.912.G.4.4:	Use geographic terms and tools to analyze case studies of issues in globalization.
MA.912.F.1.1	Explain the difference between simple and compound interest.
MA.912.F.3.2	Analyze credit scores and reports.
MA.912.F.3.3	Calculate the finance charges and total amount due on a credit card bill.
MA.912.F.3.4	Compare the advantages and disadvantages of deferred payments.
MA.912.F.3.5	Calculate deferred payments.
MA.912.F.3.6	Calculate total cost of purchasing consumer durables over time given different down payments, financing options, and fees.
MA.912.F.3.9	Calculate the total amount to be paid over the life of a fixed rate loan.
MA.912.F.3.10	Calculate the effects on the monthly payment in the change of interest rate based on an adjustable rate mortgage.
MA.912.F.3.11	Calculate the final pay out amount for a balloon mortgage.
MA.912.F.3.12	Compare the cost of paying a higher interest rate and lower points versus a lower interest rate and more points.
MA.912.F.3.13	Calculate the total amount paid for the life of a loan for a house including the down payment, points, fees, and interest.
MA.912.F.3.14	Compare the total cost for a set purchase price using a fixed rate, adjustable rate, and a balloon mortgage.
MA.912.F.4.1	Develop personal budgets that fit within various income brackets.
MA.912.F.4.2	Explain cash management strategies including debit accounts, checking accounts, and savings accounts.
MA.912.F.4.3	Calculate net worth.
MA.912.F.4.4	Establish a plan to pay off debt.
MA.912.F.4.5	Develop and apply a variety of strategies to use tax tables, and to determine, calculate, and complete yearly federal income tax.
MA.912.F.4.6	Compare different insurance options and fees.
MA.912.F.4.7	Compare and contrast the role of insurance as a device to mitigate risk and calculate expenses of various options.
MA.912.F.4.8	Collect, organize, and interpret data to determine an effective retirement savings plan to meet personal financial goals.
MA.912.F.4.9	Calculate, compare, and contrast different types of retirement plans, including IRAs, ROTH accounts, and annuities.
MA.912.F.4.10	Analyze diversification in investments.
MA.912.F.4.11	Purchase stock with a set amount of money, and follow the process through gains, losses, and selling.
MA.912.F.4.12	Compare and contrast income from purchase of common stock, preferred stock, and bonds.
MA.912.F.4.13	Given current exchange rates be able to convert from one form of currency to another.
MA.912.F.4.14	Use data to compare historical rates of return on investments with investment claims to make informed decisions and identify potential fraud.

## **GENERAL INFORMATION**

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<b>Course Number:</b>	2102335
<b>Course Title:</b>	Economics with Financial Literacy
<b>Course Abbreviated Title:</b>	ECON FIN LIT
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Economics »
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	Pending State Board Approval
<b>Graduation Requirements:</b>	Economics (EC)
<b>General Notes:</b>	<b>Economics</b> - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

### **Special Notes:**

#### **Instructional Practices**

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **RELATED BENCHMARKS:**

Scheme	Descriptor
<b>LACC.910.RH.1</b>	<b>Key Ideas and Details</b>
LACC.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LACC.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LACC.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<b>LACC.910.RH.2</b>	<b>Craft and Structure</b>

LACC.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LACC.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LACC.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<b>LACC.910.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>
LACC.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LACC.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author’s claims.
LACC.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
<b>LACC.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
LACC.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<b>LACC.910.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>

LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SS.912.E.1.1:	Identify the factors of production and why they are necessary for the production of goods and services.
SS.912.E.1.2:	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
SS.912.E.1.3:	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4:	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
SS.912.E.1.5:	Compare different forms of business organizations.
SS.912.E.1.6:	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
SS.912.E.1.7:	Graph and explain how firms determine price and output through marginal cost analysis.
SS.912.E.1.8:	Explain ways firms engage in price and non-price competition.
SS.912.E.1.9:	Describe how the earnings of workers are determined.
SS.912.E.1.10:	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
SS.912.E.1.11:	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
SS.912.E.1.12:	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
SS.912.E.1.13:	Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
SS.912.E.1.14:	Compare credit, savings, and investment services available to the consumer from financial institutions.

SS.912.E.1.15:	Describe the risk and return profiles of various investment vehicles and the importance of diversification.
SS.912.E.1.16:	Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.
SS.912.E.2.1:	Identify and explain broad economic goals.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.2.3:	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
SS.912.E.2.4:	Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
SS.912.E.2.5:	Analyze how capital investments may impact productivity and economic growth.
SS.912.E.2.6:	Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
SS.912.E.2.7:	Identify the impact of inflation on society.
SS.912.E.2.8:	Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
SS.912.E.2.9:	Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
SS.912.E.2.10:	Describe the organization and functions of the Federal Reserve System.
SS.912.E.2.11:	Assess the economic impact of negative and positive externalities on the local, state, and national environment.
SS.912.E.2.12:	Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
SS.912.E.3.1:	Demonstrate the impact of inflation on world economies.
SS.912.E.3.2:	Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
SS.912.E.3.3:	Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
SS.912.E.3.4:	Assess the economic impact of negative and positive externalities on the international environment.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations.
SS.912.E.3.6:	Differentiate and draw conclusions about historical economic thought theorized by economists.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.3.3:	Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
SS.912.G.4.4:	Use geographic terms and tools to analyze case studies of issues in globalization.
MA.912.F.1.1	Explain the difference between simple and compound interest.
MA.912.F.3.2	Analyze credit scores and reports.
MA.912.F.3.3	Calculate the finance charges and total amount due on a credit card bill.
MA.912.F.3.4	Compare the advantages and disadvantages of deferred payments.
MA.912.F.3.5	Calculate deferred payments.
MA.912.F.3.6	Calculate total cost of purchasing consumer durables over time given different down payments, financing options, and fees.
MA.912.F.3.9	Calculate the total amount to be paid over the life of a fixed rate loan.



MA.912.F.3.10	Calculate the effects on the monthly payment in the change of interest rate based on an adjustable rate mortgage.
MA.912.F.3.11	Calculate the final pay out amount for a balloon mortgage.
MA.912.F.3.12	Compare the cost of paying a higher interest rate and lower points versus a lower interest rate and more points.
MA.912.F.3.13	Calculate the total amount paid for the life of a loan for a house including the down payment, points, fees, and interest.
MA.912.F.3.14	Compare the total cost for a set purchase price using a fixed rate, adjustable rate, and a balloon mortgage.
MA.912.F.4.1	Develop personal budgets that fit within various income brackets.
MA.912.F.4.2	Explain cash management strategies including debit accounts, checking accounts, and savings accounts.
MA.912.F.4.3	Calculate net worth.
MA.912.F.4.4	Establish a plan to pay off debt.
MA.912.F.4.5	Develop and apply a variety of strategies to use tax tables, and to determine, calculate, and complete yearly federal income tax.
MA.912.F.4.6	Compare different insurance options and fees.
MA.912.F.4.7	Compare and contrast the role of insurance as a device to mitigate risk and calculate expenses of various options.
MA.912.F.4.8	Collect, organize, and interpret data to determine an effective retirement savings plan to meet personal financial goals.
MA.912.F.4.9	Calculate, compare, and contrast different types of retirement plans, including IRAs, ROTH accounts, and annuities.
MA.912.F.4.10	Analyze diversification in investments.
MA.912.F.4.11	Purchase stock with a set amount of money, and follow the process through gains, losses, and selling.
MA.912.F.4.12	Compare and contrast income from purchase of common stock, preferred stock, and bonds.
MA.912.F.4.13	Given current exchange rates be able to convert from one form of currency to another.
MA.912.F.4.14	Use data to compare historical rates of return on investments with investment claims to make informed decisions and identify potential fraud.

## GENERAL INFORMATION

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<b>Course Number:</b>	2102320
<b>Course Title:</b>	Economics Honors
<b>Course Abbreviated Title:</b>	ECON HON
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Economics »
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	3
<b>Status:</b>	Pending State Board Approval
<b>Graduation Requirements:</b>	Economics (EC)
<b>General Notes:</b>	<b>Economics</b> - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

**Honors/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

### Special Notes:

#### Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.

5. Providing extensive text-based research and writing opportunities (claims and evidence).

**RELATED BENCHMARKS:**

Scheme

Descriptor

**LACC.910.RH.1**

**Key Ideas and Details**

LACC.910.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LACC.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**LACC.910.RH.2**

**Craft and Structure**

LACC.910.RH.2.4:

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LACC.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**LACC.910.RH.3:**

**Integration of Knowledge and Ideas**

LACC.910.RH.3.7:

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LACC.910.RH.3.8:

Assess the extent to which the reasoning and evidence in a text support the author's claims.

LACC.910.RH.3.9:

Compare and contrast treatments of the same topic in several primary and secondary sources.

**LACC.910.RH.4:**

**Range of Reading and Level of Text Complexity**

LACC.910.RH.4.10:

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**LACC.910.WHST.1**

**Text Types and Purposes**

LACC.910.WHST.1.1:

Write arguments focused on discipline-specific content.

LACC.910.WHST.1.1a:

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LACC.910.WHST.1.1b:

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

LACC.910.WHST.1.1c:

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LACC.910.WHST.1.1d:

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LACC.910.WHST.1.1e:

Provide a concluding statement or section that follows from or supports the argument presented.

LACC.910.WHST.1.2:

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LACC.910.WHST.1.2a:

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LACC.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.912.E.1.1:	Identify the factors of production and why they are necessary for the production of goods and services.
SS.912.E.1.2:	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
SS.912.E.1.3:	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4:	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
SS.912.E.1.5:	Compare different forms of business organizations.

- SS.912.E.1.6: Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
- SS.912.E.1.7: Graph and explain how firms determine price and output through marginal cost analysis.
- SS.912.E.1.8: Explain ways firms engage in price and nonprice competition.
- SS.912.E.1.9: Describe how the earnings of workers are determined.
- SS.912.E.1.10: Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
- SS.912.E.1.11: Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
- SS.912.E.1.12: Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
- SS.912.E.1.13: Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
- SS.912.E.1.14: Compare credit, savings, and investment services available to the consumer from financial institutions.
- SS.912.E.1.15: Describe the risk and return profiles of various investment vehicles and the importance of diversification.
- SS.912.E.1.16: Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.
- SS.912.E.2.1: Identify and explain broad economic goals.
- SS.912.E.2.2: Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
- SS.912.E.2.3: Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
- SS.912.E.2.4: Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
- SS.912.E.2.5: Analyze how capital investments may impact productivity and economic growth.
- SS.912.E.2.6: Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
- SS.912.E.2.7: Identify the impact of inflation on society.
- SS.912.E.2.8: Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
- SS.912.E.2.9: Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
- SS.912.E.2.10: Describe the organization and functions of the Federal Reserve System.
- SS.912.E.2.11: Assess the economic impact of negative and positive externalities on the local, state, and national environment.
- SS.912.E.2.12: Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
- SS.912.E.3.1: Demonstrate the impact of inflation on world economies.
- SS.912.E.3.2: Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
- SS.912.E.3.3: Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
- SS.912.E.3.4: Assess the economic impact of negative and positive externalities on the international environment.
- SS.912.E.3.5: Compare the current United States economy with other developed and developing nations.

- SS.912.E.3.6: Differentiate and draw conclusions about historical economic thought theorized by economists.
- SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
- SS.912.G.3.3: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
- SS.912.G.4.4: Use geographic terms and tools to analyze case studies of issues in globalization.

## GENERAL INFORMATION

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<b>Course Number:</b>	2102315
<b>Course Title:</b>	Economics for Credit Recovery
<b>Course Abbreviated Title:</b>	ECON CR
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Economics »
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Varies
<b>Course Level:</b>	2
<b>Status:</b>	Pending State Board Approval
<b>Graduation Requirements:</b>	Economics (EC)
<b>General Notes:</b>	<b>Economics</b> - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

**Special Notes:** Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Common Core State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

### Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.

5. Providing extensive text-based research and writing opportunities (claims and evidence).

**RELATED BENCHMARKS:**

Scheme

Descriptor

**LACC.910.RH.1**

**Key Ideas and Details**

LACC.910.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LACC.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**LACC.910.RH.2**

**Craft and Structure**

LACC.910.RH.2.4:

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LACC.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**LACC.910.RH.3:**

**Integration of Knowledge and Ideas**

LACC.910.RH.3.7:

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LACC.910.RH.3.8:

Assess the extent to which the reasoning and evidence in a text support the author's claims.

LACC.910.RH.3.9:

Compare and contrast treatments of the same topic in several primary and secondary sources.

**LACC.910.RH.4:**

**Range of Reading and Level of Text Complexity**

LACC.910.RH.4.10:

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**LACC.910.WHST.1**

**Text Types and Purposes**

LACC.910.WHST.1.1:

Write arguments focused on discipline-specific content.

LACC.910.WHST.1.1a:

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LACC.910.WHST.1.1b:

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

LACC.910.WHST.1.1c:

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LACC.910.WHST.1.1d:

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LACC.910.WHST.1.1e:

Provide a concluding statement or section that follows from or supports the argument presented.

LACC.910.WHST.1.2:

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LACC.910.WHST.1.2a:

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.



LACC.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.912.E.1.1:	Identify the factors of production and why they are necessary for the production of goods and services.
SS.912.E.1.2:	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
SS.912.E.1.3:	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4:	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.

- SS.912.E.1.5: Compare different forms of business organizations.
- SS.912.E.1.6: Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
- SS.912.E.1.7: Graph and explain how firms determine price and output through marginal cost analysis.
- SS.912.E.1.8: Explain ways firms engage in price and non-price competition.
- SS.912.E.1.9: Describe how the earnings of workers are determined.
- SS.912.E.1.10: Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
- SS.912.E.1.11: Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
- SS.912.E.1.12: Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
- SS.912.E.1.13: Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
- SS.912.E.1.14: Compare credit, savings, and investment services available to the consumer from financial institutions.
- SS.912.E.1.15: Describe the risk and return profiles of various investment vehicles and the importance of diversification.
- SS.912.E.1.16: Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.
- SS.912.E.2.1: Identify and explain broad economic goals.
- SS.912.E.2.2: Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
- SS.912.E.2.3: Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
- SS.912.E.2.4: Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
- SS.912.E.2.5: Analyze how capital investments may impact productivity and economic growth.
- SS.912.E.2.6: Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
- SS.912.E.2.7: Identify the impact of inflation on society.
- SS.912.E.2.8: Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
- SS.912.E.2.9: Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
- SS.912.E.2.10: Describe the organization and functions of the Federal Reserve System.
- SS.912.E.2.11: Assess the economic impact of negative and positive externalities on the local, state, and national environment.
- SS.912.E.2.12: Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
- SS.912.E.3.1: Demonstrate the impact of inflation on world economies.
- SS.912.E.3.2: Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
- SS.912.E.3.3: Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
- SS.912.E.3.4: Assess the economic impact of negative and positive externalities on the international environment.

- SS.912.E.3.5: Compare the current United States economy with other developed and developing nations.
- SS.912.E.3.6: Differentiate and draw conclusions about historical economic thought theorized by economists.
- SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
- SS.912.G.3.3: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
- SS.912.G.4.4: Use geographic terms and tools to analyze case studies of issues in globalization.

## **GENERAL INFORMATION**

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<b>Course Number:</b>	2102310
<b>Course Title:</b>	Economics
<b>Course Abbreviated Title:</b>	ECON
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Economics »
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	Pending State Board Approval
<b>Graduation Requirements:</b>	Economics (EC)
<b>General Notes:</b>	<b>Economics</b> - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

### **Special Notes:**

#### **Instructional Practices**

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **RELATED BENCHMARKS:**

Scheme	Descriptor
<b>LACC.910.RH.1</b>	<b>Key Ideas and Details</b>
LACC.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LACC.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LACC.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<b>LACC.910.RH.2</b>	<b>Craft and Structure</b>

LACC.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LACC.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LACC.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<b>LACC.910.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>
LACC.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LACC.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author’s claims.
LACC.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
<b>LACC.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
LACC.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<b>LACC.910.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>

LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.912.E.1.1:	Identify the factors of production and why they are necessary for the production of goods and services.
SS.912.E.1.2:	Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.
SS.912.E.1.3:	Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
SS.912.E.1.4:	Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
SS.912.E.1.5:	Compare different forms of business organizations.
SS.912.E.1.6:	Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
SS.912.E.1.7:	Graph and explain how firms determine price and output through marginal cost analysis.
SS.912.E.1.8:	Explain ways firms engage in price and non-price competition.
SS.912.E.1.9:	Describe how the earnings of workers are determined.
SS.912.E.1.10:	Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
SS.912.E.1.11:	Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
SS.912.E.1.12:	Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).

- SS.912.E.1.13: Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
- SS.912.E.1.14: Compare credit, savings, and investment services available to the consumer from financial institutions.
- SS.912.E.1.15: Describe the risk and return profiles of various investment vehicles and the importance of diversification.
- SS.912.E.1.16: Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.
- SS.912.E.2.1: Identify and explain broad economic goals.
- SS.912.E.2.2: Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
- SS.912.E.2.3: Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
- SS.912.E.2.4: Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
- SS.912.E.2.5: Analyze how capital investments may impact productivity and economic growth.
- SS.912.E.2.6: Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.
- SS.912.E.2.7: Identify the impact of inflation on society.
- SS.912.E.2.8: Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
- SS.912.E.2.9: Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
- SS.912.E.2.10: Describe the organization and functions of the Federal Reserve System.
- SS.912.E.2.11: Assess the economic impact of negative and positive externalities on the local, state, and national environment.
- SS.912.E.2.12: Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.
- SS.912.E.3.1: Demonstrate the impact of inflation on world economies.
- SS.912.E.3.2: Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
- SS.912.E.3.3: Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
- SS.912.E.3.4: Assess the economic impact of negative and positive externalities on the international environment.
- SS.912.E.3.5: Compare the current United States economy with other developed and developing nations.
- SS.912.E.3.6: Differentiate and draw conclusions about historical economic thought theorized by economists.
- SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
- SS.912.G.3.3: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
- SS.912.G.4.4: Use geographic terms and tools to analyze case studies of issues in globalization.

## GENERAL INFORMATION

<b>Course Number:</b>	2101300
<b>Course Title:</b>	Anthropology
<b>Course Abbreviated Title:</b>	ANTHROP
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Anthropology»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Anthropology</b> – The grade 9-12 Anthropology course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the differences and similarities, both biological and cultural, in human populations. Students recognize the characteristics that define their culture and gain an appreciation for the culture of others. Content should include, but is not limited to, human biological and cultural origins, adaptation to the physical environment, the diversity of human behavior, the evolution of social and cultural institutions, patterns of language development, family and kinship relationships, and the effect of change on cultural institutions.

## RELATED BENCHMARKS:

Scheme	Descriptor
<b>LACC.910.RH.1</b>	<b>Key Ideas and Details</b>
LACC.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LACC.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LACC.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<b>LACC.910.RH.2</b>	<b>Craft and Structure</b>
LACC.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LACC.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LACC.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<b>LACC.910.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>
LACC.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LACC.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LACC.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
<b>LACC.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
LACC.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<b>LACC.910.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.910.WHST.1.1:	Write arguments focused on discipline-specific content.



LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.

**LACC.910.WHST.4:**  
LACC.910.WHST.4.10:

**Range of Writing**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MACC.K12.MP**  
MACC.K12.MP.1  
MACC.K12.MP.3  
MACC.K12.MP.5  
MACC.K12.MP.6

**Mathematical Practices**

Make sense of problems and persevere in solving them.

Construct viable arguments and critique the reasoning of others.

Use appropriate tools strategically.

Attend to precision.

SS.912.G.1.1:

Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.

SS.912.G.1.2:

Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.

SS.912.G.1.3:

Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.

SS.912.G.1.4:

Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

SS.912.G.2.1:

Identify the physical characteristics and the human characteristics that define and differentiate regions.

SS.912.G.2.2:

Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

SS.912.G.2.3:

Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

SS.912.G.4.1:

Interpret population growth and other demographic data for any given place.

SS.912.G.4.2:

Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

SS.912.G.4.3:

Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.

SS.912.G.4.7:

Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

SS.912.G.4.9:

Use political maps to describe the change in boundaries and governments within continents over time.

SS.912.W.1.1:

Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.2:

Compare time measurement systems used by different cultures.

SS.912.W.1.3:

Interpret and evaluate primary and secondary sources.

SS.912.W.1.4:

Explain how historians use historical inquiry and other sciences to understand the past.

SS.912.W.1.5:

Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).

SS.912.W.1.6:

Evaluate the role of history in shaping identity and character.

SS.912.W.3.1:

Discuss significant people and beliefs associated with Islam.

SS.912.W.3.2:

Compare the major beliefs and principles of Judaism, Christianity, and Islam.

SS.912.W.6.4:

Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.

SS.912.W.8.7:

Compare post-war independence movements in African, Asian, and Caribbean countries.

SS.912.W.8.9:

Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.

SS.912.W.8.10:

Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.

SS.912.W.9.1:	Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
SS.912.W.9.3:	Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
SS.912.W.9.4:	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5:	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
SS.912.W.9.6:	Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
SS.912.W.9.7:	Describe the impact of and global response to international terrorism.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.A.7.14:	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
SS.912.A.7.15:	Analyze the effects of foreign and domestic terrorism on the American people.
SS.912.A.7.16:	Examine changes in immigration policy and attitudes toward immigration since 1950.
SS.912.A.7.17:	Examine key events and key people in Florida history as they relate to United States history.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.C.2.2:	Evaluate the importance of political participation and civic participation.
SS.912.C.2.3:	Experience the responsibilities of citizens at the local, state, or federal levels.
SS.912.C.2.4:	Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
SS.912.C.2.10:	Monitor current public issues in Florida.
SS.912.C.2.12:	Explain the changing roles of television, radio, press, and Internet in political communication.
SS.912.C.2.13:	Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
SS.912.C.4.1:	Explain how the world's nations are governed differently.
SS.912.C.4.2:	Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.C.4.4:	Compare indicators of democratization in multiple countries.
SS.912.E.2.2:	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
SS.912.E.3.5:	Compare the current United States economy with other developed and developing nations.

## GENERAL INFORMATION

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<b>Course Number:</b>	2100400
<b>Course Title:</b>	The History of the Vietnam War
<b>Course Abbreviated Title:</b>	HIST OF VIETNAM WAR
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> American and Western Hemispheric Histories »
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>The History of Vietnam</b> – The grade 9-12 The History of Vietnam course consists of the following content area strands: United States History, World History, Civics and Government, Geography, and Humanities. The primary content emphasis for this course pertains to the study of the chronological development of the Vietnam War by examining the political, economic, social, religious, military and cultural events that affected the war. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of the war including, but not limited to, an analysis of the United States military effort and makeup in the war, an evaluation of the role of the United States homefront, interpretations of the effects of the media, film and literature during and after the war, a judgment of crucial decisions made during the Vietnam War and an analysis of the resulting impact of the conflict.

## RELATED BENCHMARKS:

Scheme	Descriptor
<b>LACC.910.RH.1</b>	<b>Key Ideas and Details</b>
LACC.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LACC.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LACC.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<b>LACC.910.RH.2</b>	<b>Craft and Structure</b>
LACC.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LACC.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LACC.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<b>LACC.910.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>
LACC.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LACC.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LACC.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
<b>LACC.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
LACC.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<b>LACC.910.WHST.1</b>	<b>Text Types and Purposes</b>

LACC.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.A.6.11:	Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.
SS.912.A.6.13:	Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.
SS.912.A.6.14:	Analyze causes, course, and consequences of the Vietnam War.
SS.912.A.6.15:	Examine key events and peoples in Florida history as they relate to United States history.
SS.912.A.7.1:	Identify causes for Post-World War II prosperity and its effects on American society.
SS.912.A.7.2:	Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
SS.912.A.7.3:	Examine the changing status of women in the United States from post-World War II to present.
SS.912.A.7.4:	Evaluate the success of 1960s era presidents' foreign and domestic policies.
SS.912.A.7.9:	Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
SS.912.A.7.10:	Analyze the significance of Vietnam and Watergate on the government and people of the United States.
SS.912.A.7.11:	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.12:	Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
SS.912.A.7.14:	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
SS.912.A.7.16:	Examine changes in immigration policy and attitudes toward immigration since 1950.
SS.912.A.7.17:	Examine key events and key people in Florida history as they relate to United States history.

- SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
- SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
- SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
- SS.912.G.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions.
- SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
- SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
- SS.912.G.4.9: Use political maps to describe the change in boundaries and governments within continents over time.
- SS.912.G.5.3: Analyze case studies of the effects of human use of technology on the environment of places.
- SS.912.G.6.1: Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.
- SS.912.H.1.1: Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
- SS.912.H.1.3: Relate works in the arts to various cultures.
- SS.912.H.1.5: Examine artistic response to social issues and new ideas in various cultures.
- SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
- SS.912.C.2.4: Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
- SS.912.C.4.1: Explain how the world's nations are governed differently.
- SS.912.C.4.2: Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
- SS.912.C.4.3: Assess human rights policies of the United States and other countries.
- SS.912.C.4.4: Compare indicators of democratization in multiple countries.
- SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.
- SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.
- SS.912.W.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
- SS.912.W.6.3: Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.

## GENERAL INFORMATION

<b>Course Number:</b>	2100390
<b>Course Title:</b>	Visions and Countervisions: Europe,the U.S. and the World from 1848
<b>Course Abbreviated Title:</b>	VISIONS & COUNTERVIS
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> American and Western Hemispheric Histories»
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>Graduation Requirements:</b>	World History (WH)
<b>General Notes:</b>	<b>Visions and Countervisions: Europe,the U.S. and the World from 1848</b> - The grade 9-12 Visions and Countervisions course consists of the following content area strands: World History, American History, Geography, and Humanities. The primary content emphasis for this course pertains to the chronological study of major concepts and trends evidenced in the United States, Europe, and the world from 1848 to the present. Content should include, but is not limited to, the visions of revolution, nationalism, and imperialism evidenced in European history from 1848 to 1918, international politics from 1918 to 1945 emphasizing post-war Europe, cultural identities following nationalist and independent movements, the development and rise of communism, domestic issues affecting the United States from 1880 to the present, and the United States economic, political, and social policies and their effects on the world from 1898 to the present.

**Special Note:** This course is one course of a three year sequence, which includes Eastern and Western Heritage (2100370) and Visions and Their Pursuits (2100380). The completion of this sequence fulfills the graduation requirements for American History and World History.

Students earning credit in both Visions and Countervisions (2100390) and Visions and Their Pursuits (2100380) may not earn credit in American History (2100310) or American History Honors (2100320).

## RELATED BENCHMARKS:

Scheme	Descriptor
<b>LACC.910.RH.1</b>	<b>Key Ideas and Details</b>
LACC.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LACC.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LACC.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<b>LACC.910.RH.2</b>	<b>Craft and Structure</b>
LACC.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LACC.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LACC.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.



**LACC.910.RH.3:**

LACC.910.RH.3.7:

LACC.910.RH.3.8:

LACC.910.RH.3.9:

**LACC.910.RH.4:**

LACC.910.RH.4.10:

**LACC.910.WHST.1**

LACC.910.WHST.1.1:

LACC.910.WHST.1.1a:

LACC.910.WHST.1.1b:

LACC.910.WHST.1.1c:

LACC.910.WHST.1.1d:

LACC.910.WHST.1.1e:

LACC.910.WHST.1.2:

LACC.910.WHST.1.2a:

LACC.910.WHST.1.2b

LACC.910.WHST.1.2c:

LACC.910.WHST.1.2d:

LACC.910.WHST.1.2e:

LACC.910.WHST.1.2f:

**LACC.910.WHST.2:**

LACC.910.WHST.2.4:

LACC.910.WHST.2.5:

**Integration of Knowledge and Ideas**

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Assess the extent to which the reasoning and evidence in a text support the author's claims.

Compare and contrast treatments of the same topic in several primary and secondary sources.

**Range of Reading and Level of Text Complexity**

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**Text Types and Purposes**

Write arguments focused on discipline-specific content.

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from or supports the argument presented.

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**Production and Distribution of Writing**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.1:	Review causes and consequences of the Civil War.
SS.912.A.2.2:	Assess the influence of significant people or groups on Reconstruction.
SS.912.A.2.3:	Describe the issues that divided Republicans during the early Reconstruction era.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.A.2.6:	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
SS.912.A.2.7:	Review the Native American experience.
SS.912.A.3.1:	Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.
SS.912.A.3.2:	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
SS.912.A.3.3:	Compare the first and second Industrial Revolutions in the United States.
SS.912.A.3.4:	Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.
SS.912.A.3.5:	Identify significant inventors of the Industrial Revolution including African Americans and women.

- SS.912.A.3.6: Analyze changes that occurred as the United States shifted from agrarian to an industrial society.
- SS.912.A.3.7: Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).
- SS.912.A.3.8: Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
- SS.912.A.3.9: Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.
- SS.912.A.3.10: Review different economic and philosophic ideologies.
- SS.912.A.3.11: Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.
- SS.912.A.3.12: Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
- SS.912.A.3.13: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.4.1: Analyze the major factors that drove United States imperialism.
- SS.912.A.4.2: Explain the motives of the United States acquisition of the territories.
- SS.912.A.4.3: Examine causes, course, and consequences of the Spanish American War.
- SS.912.A.4.4: Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.
- SS.912.A.4.5: Examine causes, course, and consequences of United States involvement in World War I.
- SS.912.A.4.6: Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).
- SS.912.A.4.7: Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).
- SS.912.A.4.8: Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
- SS.912.A.4.9: Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
- SS.912.A.4.10: Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.
- SS.912.A.4.11: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.5.1: Discuss the economic outcomes of demobilization.
- SS.912.A.5.2: Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.
- SS.912.A.5.3: Examine the impact of United States foreign economic policy during the 1920s.
- SS.912.A.5.4: Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.
- SS.912.A.5.5: Describe efforts by the United States and other world powers to avoid future wars.
- SS.912.A.5.6: Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
- SS.912.A.5.7: Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
- SS.912.A.5.8: Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.

- SS.912.A.5.9: Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
- SS.912.A.5.10: Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
- SS.912.A.5.11: Examine causes, course, and consequences of the Great Depression and the New Deal.
- SS.912.A.5.12: Examine key events and people in Florida history as they relate to United States history.
- SS.912.A.6.1: Examine causes, course, and consequences of World War II on the United States and the world.
- SS.912.A.6.2: Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).
- SS.912.A.6.3: Analyze the impact of the Holocaust during World War II on Jews as well as other groups.
- SS.912.A.6.4: Examine efforts to expand or contract rights for various populations during World War II.
- SS.912.A.6.5: Explain the impact of World War II on domestic government policy.
- SS.912.A.6.6: Analyze the use of atomic weapons during World War II and the aftermath of the bombings.
- SS.912.A.6.7: Describe the attempts to promote international justice through the Nuremberg Trials.
- SS.912.A.6.8: Analyze the effects of the Red Scare on domestic United States policy.
- SS.912.A.6.9: Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
- SS.912.A.6.10: Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).
- SS.912.A.6.11: Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.
- SS.912.A.6.12: Examine causes, course, and consequences of the Korean War.
- SS.912.A.6.13: Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.
- SS.912.A.6.14: Analyze causes, course, and consequences of the Vietnam War.
- SS.912.A.6.15: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.7.1: Identify causes for Post-World War II prosperity and its effects on American society.
- SS.912.A.7.2: Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
- SS.912.A.7.3: Examine the changing status of women in the United States from post-World War II to present.
- SS.912.A.7.4: Evaluate the success of 1960s era presidents' foreign and domestic policies.
- SS.912.A.7.5: Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
- SS.912.A.7.6: Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
- SS.912.A.7.7: Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
- SS.912.A.7.8: Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
- SS.912.A.7.9: Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
- SS.912.A.7.10: Analyze the significance of Vietnam and Watergate on the government and people of the United States.
- SS.912.A.7.11: Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.

- SS.912.A.7.12: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
- SS.912.A.7.13: Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.
- SS.912.A.7.14: Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
- SS.912.A.7.15: Analyze the effects of foreign and domestic terrorism on the American people.
- SS.912.A.7.16: Examine changes in immigration policy and attitudes toward immigration since 1950.
- SS.912.A.7.17: Examine key events and key people in Florida history as they relate to United States history.
- SS.912.G.1.1: Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
- SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
- SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
- SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
- SS.912.G.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions.
- SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
- SS.912.G.2.3: Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
- SS.912.G.4.1: Interpret population growth and other demographic data for any given place.
- SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
- SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
- SS.912.G.4.7: Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
- SS.912.G.4.9: Use political maps to describe the change in boundaries and governments within continents over time.
- SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.
- SS.912.W.1.2: Compare time measurement systems used by different cultures.
- SS.912.W.1.3: Interpret and evaluate primary and secondary sources.
- SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.
- SS.912.W.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
- SS.912.W.1.6: Evaluate the role of history in shaping identity and character.
- SS.912.W.4.11: Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
- SS.912.H.1.4: Explain philosophical beliefs as they relate to works in the arts.
- SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
- SS.912.H.3.2: Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.

## GENERAL INFORMATION

<b>Course Number:</b>	2100380
<b>Course Title:</b>	Visions and Their Pursuits:An American Tradition-U.S.History to 1920
<b>Course Abbreviated Title:</b>	VISIONS & PURSUITS
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> American and Western Hemispheric Histories»
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>Graduation Requirements:</b>	American History (AH)
<b>General Notes:</b>	<b>Visions and Their Pursuits: An American Tradition-U.S.History to 1920</b> - The grade 9-12 Visions and Their Pursuits course consists of the following content area strands: World History, American History, Civics and Government, Geography, and Humanities. The primary content emphasis for this course pertains to the chronological study of the United States during the period of European exploration through World War I and the collective vision of historical time periods. Content will include, but is not limited to, the foundation and early development of the United States as organized by the visions of those who participated in the revolutions leading to the establishment and early success of the United States, the political, social, cultural, intellectual, and technological revolutions of the United States, the structure and function of political divisions, the organization of the federal government as outlined in the U.S. Constitution, the impact of economic, social, and political changes on traditional American values, reactions to changes, and growth of sectionalism, the failure of previous visions, and the emergence of an industrial, urban and pluralistic society that demands new visions to carry the nation forward.

**Special Note:** This course is one course of a three year sequence, which includes Eastern and Western Heritage (2100370) and Visions and Countervisions (2100390). The completion of this sequence fulfills the graduation requirements for American History and World History.

Students earning credit in both Visions and Their Pursuits (2100380) or Visions and Countervisions (2100390) may not earn credit in American History (2100310) or American History Honors (2100320).

## RELATED BENCHMARKS:

Scheme	Descriptor
<b>LACC.910.RH.1</b>	<b>Key Ideas and Details</b>
LACC.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LACC.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LACC.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<b>LACC.910.RH.2</b>	<b>Craft and Structure</b>
LACC.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LACC.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<b>LACC.910.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>
LACC.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LACC.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LACC.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
<b>LACC.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
LACC.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<b>LACC.910.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
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- SS.912.A.5.11: Examine causes, course, and consequences of the Great Depression and the New Deal.
- SS.912.A.5.12: Examine key events and people in Florida history as they relate to United States history.
- SS.912.C.1.1: Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
- SS.912.C.1.2: Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
- SS.912.C.1.3: Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
- SS.912.C.1.4: Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
- SS.912.C.1.3: Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
- SS.912.C.1.5: Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
- SS.912.C.3.2: Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
- SS.912.C.3.3: Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
- SS.912.C.3.4: Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
- SS.912.C.3.5: Identify the impact of independent regulatory agencies in the federal bureaucracy.
- SS.912.C.3.6: Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
- SS.912.G.1.1: Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
- SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
- SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
- SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
- SS.912.G.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions.
- SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
- SS.912.G.2.3: Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
- SS.912.G.4.1: Interpret population growth and other demographic data for any given place.
- SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.

## GENERAL INFORMATION

<b>Course Number:</b>	2100370
<b>Course Title:</b>	Eastern and Western Heritage
<b>Course Abbreviated Title:</b>	EAST & WEST HERITAGE
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> American and Western Hemispheric Histories»
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>Graduation Requirements:</b>	World History (WH)
<b>General Notes:</b>	<b>Eastern and Western Heritage</b> - The grade 9-12 Eastern and Western Heritage course consists of the following content area strands: World History, American History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of the world’s earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Content will include, but is not limited to, the birth of civilizations throughout the world, including the origins of societies from Mesopotamia, Africa, China, India, and Mesoamerica from the perspective of cultural geography, growth, dissemination, and decline of four classic civilizations of India, China, Greece, and Rome, the role of isolation and interaction in the development of the Byzantine Empire, African and Mesoamerican civilizations, India, China, Japan, and Europe, and the emergence of social, political, economic, and religious institutions and ideas.

**Special Note:** This course is one course of a three year sequence, which includes Visions and Their Pursuits (2100380) and Visions and Countervisions (2100390). The completion of this sequence fulfills the graduation requirements for American History and World History.

Students earning credit in this course may not earn credit in World History (2109310) or World History Honors (2109320).

## RELATED BENCHMARKS:

Scheme	Descriptor
<b>LACC.910.RH.1</b>	<b>Key Ideas and Details</b>
LACC.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LACC.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LACC.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<b>LACC.910.RH.2</b>	<b>Craft and Structure</b>
LACC.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LACC.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LACC.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<b>LACC.910.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>

LACC.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LACC.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LACC.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
<b>LACC.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
LACC.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<b>LACC.910.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.912.A.1.1	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.

SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.1	Locate the extent of Byzantine territory at the height of the empire.
SS.912.W.2.2	Describe the impact of Constantine the Great's establishment of "New Rome" (Constantinople) and his recognition of Christianity as a legal religion.
SS.912.W.2.3	Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.
SS.912.W.2.4	Identify key figures associated with the Byzantine Empire.
SS.912.W.2.5	Explain the contributions of the Byzantine Empire.
SS.912.W.2.6	Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.
SS.912.W.2.7	Analyze causes (Justinian's Plague, ongoing attacks from the "barbarians," the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.
SS.912.W.2.8	Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conquerer and Suleyman the Magnificent.
SS.912.W.2.9	Analyze the impact of the collapse of the Western Roman Empire on Europe.
SS.912.W.2.10	Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
SS.912.W.2.11	Describe the rise and achievements of significant rulers in medieval Europe.
SS.912.W.2.12	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.14	Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.
SS.912.W.2.15	Determine the factors that contributed to the growth of a modern economy.
SS.912.W.2.16	Trace the growth and development of national identity in England, France, and Spain.
SS.912.W.2.17	Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
SS.912.W.2.18	Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
SS.912.W.2.19	Describe the impact of Japan's physiography on its economic and political development.
SS.912.W.2.20	Summarize the major cultural, economic, political, and religious developments in medieval Japan.
SS.912.W.2.21	Compare Japanese feudalism with Western European feudalism during the Middle Ages.
SS.912.W.2.22	Describe Japan's cultural and economic relationship to China and Korea.
SS.912.W.3.1	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.2	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.3.3	Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.

SS.912.W.3.4	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
SS.912.W.3.5	Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
SS.912.W.3.6	Describe key economic, political, and social developments in Islamic history.
SS.912.W.3.7	Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
SS.912.W.3.8	Identify important figures associated with the Crusades.
SS.912.W.3.9	Trace the growth of major sub-Saharan African kingdoms and empires.
SS.912.W.3.10	Identify key significant economic, political, and social characteristics of Ghana.
SS.912.W.3.11	Identify key figures and significant economic, political, and social characteristics associated with Mali.
SS.912.W.3.12	Identify key figures and significant economic, political, and social characteristics associated with Songhai.
SS.912.W.3.13	Compare economic, political, and social developments in East, West, and South Africa.
SS.912.W.3.14	Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.
SS.912.W.3.15	Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.
SS.912.W.3.16	Locate major civilizations of Mesoamerica and Andean South America.
SS.912.W.3.17	Describe the roles of people in the Maya, Inca, and Aztec societies.
SS.912.W.3.18	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
SS.912.W.3.19	Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.
SS.912.W.4.1	Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).
SS.912.W.4.2	Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
SS.912.W.4.3	Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.
SS.912.W.4.4	Identify characteristics of Renaissance humanism in works of art.
SS.912.W.4.5	Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.
SS.912.W.4.6	Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
SS.912.W.4.7	Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
SS.912.W.4.8	Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.
SS.912.W.4.9	Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.
SS.912.W.4.10	Identify the major contributions of individuals associated with the Scientific Revolution.
SS.912.W.4.11	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.



## GENERAL INFORMATION

<b>Course Number:</b>	2100360
<b>Course Title:</b>	Latin American History
<b>Course Abbreviated Title:</b>	LATIN AMER HIST
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> American and Western Hemispheric Histories»
<b>Number of Credits:</b>	1.0
<b>Course Length:</b>	Year
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Latin American History</b> - The grade 9-12 Latin American History course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of the Latin American people by examining the history and culture of the region with emphasis on the Caribbean Basin, Central America and South America. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of Latin America including, but not limited to, indigenous Native American population prior to the arrival of the Europeans, Spanish heritage, influence and impact of the Catholic Church on Latin American cultures, evolution of political systems and philosophies in Latin American societies, interaction of science and Latin American cultures, Latin American nationalism, origin and course of economic systems and philosophies in Latin American societies, influence of major historical figures and events in Latin American history, and contemporary Latin American affairs.

## RELATED BENCHMARKS:

Scheme	Descriptor
<b>LACC.910.RH.1</b>	<b>Key Ideas and Details</b>
LACC.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LACC.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LACC.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<b>LACC.910.RH.2</b>	<b>Craft and Structure</b>
LACC.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LACC.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LACC.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<b>LACC.910.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>
LACC.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LACC.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LACC.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
<b>LACC.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>

LACC.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<b>LACC.910.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in

	answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.912.A.1.1	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.7	Review the Native American experience.
SS.912.A.4.3	Examine causes, course, and consequences of the Spanish American War.
SS.912.A.4.4	Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.
SS.912.A.7.11	Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
SS.912.A.7.14	Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
SS.912.C.4.3	Assess human rights policies of the United States and other countries.
SS.912.C.4.4	Compare indicators of democratization in multiple countries.
SS.912.E.3.1	Demonstrate the impact of inflation on world economies.
SS.912.G.1.1:	Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2:	Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3:	Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.1.4	Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.

SS.912.G.4.1:	Interpret population growth and other demographic data for any given place.
SS.912.G.4.2:	Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3:	Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7:	Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9:	Use political maps to describe the change in boundaries and governments within continents over time.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.3.15	Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.
SS.912.W.3.16	Locate major civilizations of Mesoamerica and Andean South America.
SS.912.W.3.17	Describe the roles of people in the Maya, Inca, and Aztec societies.
SS.912.W.3.18	Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
SS.912.W.3.19	Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.
SS.912.W.4.11	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
SS.912.W.4.12	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
SS.912.W.4.13	Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
SS.912.W.4.14	Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
SS.912.W.4.15	Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
SS.912.W.5.7	Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Ouverture.
SS.912.W.6.4	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
SS.912.W.8.4	Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
SS.912.W.8.7	Compare post-war independence movements in African, Asian, and Caribbean countries.
SS.912.W.8.8	Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
SS.912.W.8.9	Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
SS.912.W.9.4	Describe the causes and effects of twentieth century nationalist conflicts.
SS.912.W.9.5	Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.

- SS.912.W.9.6 Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
- SS.912.H.1.4: Explain philosophical beliefs as they relate to works in the arts.
- SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
- SS.912.H.3.2: Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.

## GENERAL INFORMATION

<b>Course Number:</b>	2100350
<b>Course Title:</b>	Florida History
<b>Course Abbreviated Title:</b>	FLORIDA HIST
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> American and Western Hemispheric Histories»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Florida History</b> - The grade 9-12 Florida History course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of the state of Florida by examining the political, economic, social, military and cultural events that affected the state. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of Florida including, but not limited to, the evolution of Florida's diverse heritage through Spanish, French, British and American occupations, Florida's Native American population, United States annexation and territorial experience, statehood and an analysis of Florida's first constitution, Florida's system of slavery, Florida under the Confederacy and Reconstruction, Florida's role as a part of the new South, technological and urban transformations of the state, the evolution of Florida lifestyles and ideals over the centuries, the historic evolution of the Florida economy, Florida's diverse geographic regions and population groups, state government, modern day Florida's successes and challenges, and the projection of Florida's future development.

## RELATED BENCHMARKS:

Scheme	Descriptor
<b>LACC.910.RH.1</b>	<b>Key Ideas and Details</b>
LACC.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LACC.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LACC.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<b>LACC.910.RH.2</b>	<b>Craft and Structure</b>
LACC.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LACC.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LACC.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<b>LACC.910.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>
LACC.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LACC.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LACC.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.

**LACC.910.RH.4:**

LACC.910.RH.4.10:

**Range of Reading and Level of Text Complexity**

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**LACC.910.WHST.1**

LACC.910.WHST.1.1:

LACC.910.WHST.1.1a:

**Text Types and Purposes**

Write arguments focused on discipline-specific content.

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LACC.910.WHST.1.1b:

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

LACC.910.WHST.1.1c:

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LACC.910.WHST.1.1d:

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LACC.910.WHST.1.1e:

Provide a concluding statement or section that follows from or supports the argument presented.

LACC.910.WHST.1.2:

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LACC.910.WHST.1.2a:

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LACC.910.WHST.1.2b:

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

LACC.910.WHST.1.2c:

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

LACC.910.WHST.1.2d:

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

LACC.910.WHST.1.2e:

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LACC.910.WHST.1.2f:

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**LACC.910.WHST.2:**

LACC.910.WHST.2.4:

**Production and Distribution of Writing**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LACC.910.WHST.2.5:

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LACC.910.WHST.2.6:

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**LACC.910.WHST.3:**

LACC.910.WHST.3.7:

**Research to Build and Present Knowledge**

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.1:	Review causes and consequences of the Civil War.
SS.912.A.2.2:	Assess the influence of significant people or groups on Reconstruction.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.A.2.6:	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
SS.912.A.2.7:	Review the Native American experience.
SS.912.A.3.1:	Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.
SS.912.A.3.2:	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
SS.912.A.3.3:	Compare the first and second Industrial Revolutions in the United States.
SS.912.A.3.4:	Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.
SS.912.A.3.6:	Analyze changes that occurred as the United States shifted from agrarian to an industrial society.
SS.912.A.3.13:	Examine key events and peoples in Florida history as they relate to United States history.
SS.912.A.5.7:	Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
SS.912.A.5.10:	Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
SS.912.A.6.9:	Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.



- SS.912.A.7.5: Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
- SS.912.A.7.6: Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
- SS.912.A.7.7: Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
- SS.912.A.7.8: Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
- SS.912.A.7.9: Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
- SS.912.A.7.12: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
- SS.912.A.7.14: Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
- SS.912.G.1.1: Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
- SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
- SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
- SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
- SS.912.G.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions.
- SS.912.G.2.4: Use geographic terms and tools to analyze case studies of how selected regions change over time.
- SS.912.G.2.5: Use geographic terms and tools to analyze case studies of debates over how human actions modify a selected region.
- SS.912.G.3.1: Use geographic terms to locate and describe major ecosystems of Earth.
- SS.912.G.3.2: Use geographic terms and tools to explain how weather and climate influence the natural character of a place.
- SS.912.G.3.3: Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in Florida, the United States, and the world.
- SS.912.G.3.4: Use geographic terms and tools to explain how the Earth's internal changes and external changes influence the character of places.
- SS.912.G.4.1: Interpret population growth and other demographic data for any given place.
- SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
- SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
- SS.912.G.4.5: Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers.
- SS.912.G.4.6: Use geographic terms and tools to predict the effect of a change in a specific characteristic of a place on the human population of that place.
- SS.912.G.4.7: Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
- SS.912.G.4.8: Use geographic concepts to analyze spatial phenomena and to discuss economic, political, and social factors that define and interpret space.
- SS.912.G.4.9: Use political maps to describe the change in boundaries and governments within continents over time.

SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.
SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.4.11:	Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
SS.912.W.4.12:	Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
SS.912.W.4.13:	Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.C.2.9:	Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
SS.912.C.2.10:	Monitor current public issues in Florida.
SS.912.C.2.11:	Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
SS.912.C.3.10:	Evaluate the significance and outcomes of landmark Supreme Court cases.
SS.912.C.4.3:	Assess human rights policies of the United States and other countries.
SS.912.E.2.3:	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
SS.912.E.2.3:	Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.

## GENERAL INFORMATION

<b>Course Number:</b>	2100340
<b>Course Title:</b>	African-American History
<b>Course Abbreviated Title:</b>	AFRICAN-AMER HIST
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> American and Western Hemispheric Histories»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	2
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>African-American History</b> – The grade 9-12 African-American History course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of African Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs.

## RELATED BENCHMARKS:

Scheme	Descriptor
<b>LACC.910.RH.1</b>	<b>Key Ideas and Details</b>
LACC.910.RH.1.1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LACC.910.RH.1.2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
LACC.910.RH.1.3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<b>LACC.910.RH.2</b>	<b>Craft and Structure</b>
LACC.910.RH.2.4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
LACC.910.RH.2.5:	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LACC.910.RH.2.6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<b>LACC.910.RH.3:</b>	<b>Integration of Knowledge and Ideas</b>
LACC.910.RH.3.7:	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
LACC.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LACC.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
<b>LACC.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
LACC.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<b>LACC.910.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.910.WHST.1.1:	Write arguments focused on discipline-specific content.

LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.

**LACC.910.WHST.4:**  
LACC.910.WHST.4.10:

**Range of Writing**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MACC.K12.MP**  
MACC.K12.MP.1  
MACC.K12.MP.3  
MACC.K12.MP.5  
MACC.K12.MP.6

**Mathematical Practices**

Make sense of problems and persevere in solving them.

Construct viable arguments and critique the reasoning of others.

Use appropriate tools strategically.

Attend to precision.

SS.912.A.1.1:

Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

SS.912.A.1.2:

Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.3:

Utilize timelines to identify the time sequence of historical data.

SS.912.A.1.4:

Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

SS.912.A.1.5:

Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

SS.912.A.1.6:

Use case studies to explore social, political, legal, and economic relationships in history.

SS.912.A.1.7:

Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

SS.912.A.2.1:

Review causes and consequences of the Civil War.

SS.912.A.2.2:

Assess the influence of significant people or groups on Reconstruction.

SS.912.A.2.4:

Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.

SS.912.A.2.5:

Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.

SS.912.A.2.6:

Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.

SS.912.A.3.5:

Identify significant inventors of the Industrial Revolution including African Americans and women.

SS.912.A.3.8:

Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).

SS.912.A.4.8:

Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.

SS.912.A.4.9:

Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.

SS.912.A.4.11:

Examine key events and peoples in Florida history as they relate to United States history.

SS.912.A.5.2:

Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.

SS.912.A.5.6:

Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.

SS.912.A.5.7:

Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

SS.912.A.5.8:

Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.

SS.912.A.5.9:

Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.

- SS.912.A.5.10: Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
- SS.912.A.6.9: Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
- SS.912.A.7.5: Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
- SS.912.A.7.6: Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
- SS.912.A.7.7: Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
- SS.912.A.7.8: Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
- SS.912.A.7.9: Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
- SS.912.A.7.11: Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
- SS.912.A.7.12: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
- SS.912.A.7.17: Examine key events and key people in Florida history as they relate to United States history.
- SS.912.G.1.1: Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
- SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
- SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
- SS.912.G.1.4: Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
- SS.912.G.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions.
- SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
- SS.912.G.2.3: Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
- SS.912.G.4.1: Interpret population growth and other demographic data for any given place.
- SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
- SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
- SS.912.G.4.7: Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
- SS.912.G.4.9: Use political maps to describe the change in boundaries and governments within continents over time.
- SS.912.W.1.1: Use timelines to establish cause and effect relationships of historical events.
- SS.912.W.1.2: Compare time measurement systems used by different cultures.
- SS.912.W.1.3: Interpret and evaluate primary and secondary sources.
- SS.912.W.1.4: Explain how historians use historical inquiry and other sciences to understand the past.
- SS.912.W.1.5: Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
- SS.912.W.1.6: Evaluate the role of history in shaping identity and character.

- SS.912.W.4.14: Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
- SS.912.W.4.15: Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.
- SS.912.H.1.4: Explain philosophical beliefs as they relate to works in the arts.
- SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
- SS.912.C.2.9 Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
- SS.912.C.3.10 Evaluate the significance and outcomes of landmark Supreme Court cases.
- SS.912.C.4.3: Assess human rights policies of the United States and other countries.
- SS.912.E.2.3 Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.

## GENERAL INFORMATION

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<b>Course Number:</b>	2100320
<b>Course Title:</b>	United States History Honors
<b>Course Abbreviated Title:</b>	US HIST HON
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> American and Western Hemispheric Histories »
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Year
<b>Course Level:</b>	3
<b>Status:</b>	State Board Approval Pending
<b>Graduation Requirements:</b>	American History (AH)
<b>General Notes:</b>	<b>United States History (U.S. History) 9-12 Course</b> – The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

**Honors/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

<b>Special Notes:</b>	Additional content that may be contained in the NAEP Grade 12 United States History assessment includes material <u>from all time periods</u> on the following topics: <ul style="list-style-type: none"><li>• Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies</li><li>• The Gathering and Interactions of Peoples, Cultures, and Ideas</li><li>• Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment</li><li>• The Changing Role of America in the World</li></ul>
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The NAEP frameworks for United States History may be accessed at [http://www.nagb.org/publications/frameworks/history\\_06.pdf](http://www.nagb.org/publications/frameworks/history_06.pdf)



## Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **RELATED BENCHMARKS:**

Scheme

Descriptor

#### **LACC.910.RH.1**

#### **Key Ideas and Details**

LACC.910.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LACC.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

#### **LACC.910.RH.2**

#### **Craft and Structure**

LACC.910.RH.2.4:

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LACC.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

#### **LACC.910.RH.3:**

#### **Integration of Knowledge and Ideas**

LACC.910.RH.3.7:

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LACC.910.RH.3.8:

Assess the extent to which the reasoning and evidence in a text support the author's claims.

LACC.910.RH.3.9:

Compare and contrast treatments of the same topic in several primary and secondary sources.

#### **LACC.910.RH.4:**

#### **Range of Reading and Level of Text Complexity**

LACC.910.RH.4.10:

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

#### **LACC.910.WHST.1**

#### **Text Types and Purposes**

LACC.910.WHST.1.1:

Write arguments focused on discipline-specific content.

LACC.910.WHST.1.1a:

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>

LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.2.1:	Review causes and consequences of the Civil War.
SS.912.A.2.2:	Assess the influence of significant people or groups on Reconstruction.
SS.912.A.2.3:	Describe the issues that divided Republicans during the early Reconstruction era.
SS.912.A.2.4:	Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
SS.912.A.2.5:	Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
SS.912.A.2.6:	Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
SS.912.A.2.7:	Review the Native American experience.
SS.912.A.3.1:	Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.
SS.912.A.3.2:	Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
SS.912.A.3.3:	Compare the first and second Industrial Revolutions in the United States.
SS.912.A.3.4:	Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.
SS.912.A.3.5:	Identify significant inventors of the Industrial Revolution including African Americans and women.
SS.912.A.3.6:	Analyze changes that occurred as the United States shifted from agrarian to an industrial society.
SS.912.A.3.7:	Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).
SS.912.A.3.8:	Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
SS.912.A.3.9:	Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.
SS.912.A.3.10:	Review different economic and philosophic ideologies.
SS.912.A.3.11:	Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.

- SS.912.A.3.12: Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
- SS.912.A.3.13: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.4.1: Analyze the major factors that drove United States imperialism.
- SS.912.A.4.2: Explain the motives of the United States acquisition of the territories.
- SS.912.A.4.3: Examine causes, course, and consequences of the Spanish American War.
- SS.912.A.4.4: Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.
- SS.912.A.4.5: Examine causes, course, and consequences of United States involvement in World War I.
- SS.912.A.4.6: Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).
- SS.912.A.4.7: Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).
- SS.912.A.4.8: Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
- SS.912.A.4.9: Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
- SS.912.A.4.10: Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.
- SS.912.A.4.11: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.5.1: Discuss the economic outcomes of demobilization.
- SS.912.A.5.2: Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.
- SS.912.A.5.3: Examine the impact of United States foreign economic policy during the 1920s.
- SS.912.A.5.4: Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.
- SS.912.A.5.5: Describe efforts by the United States and other world powers to avoid future wars.
- SS.912.A.5.6: Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
- SS.912.A.5.7: Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
- SS.912.A.5.8: Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
- SS.912.A.5.9: Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
- SS.912.A.5.10: Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
- SS.912.A.5.11: Examine causes, course, and consequences of the Great Depression and the New Deal.
- SS.912.A.5.12: Examine key events and people in Florida history as they relate to United States history.
- SS.912.A.6.1: Examine causes, course, and consequences of World War II on the United States and the world.
- SS.912.A.6.2: Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).
- SS.912.A.6.3: Analyze the impact of the Holocaust during World War II on Jews as well as other groups.
- SS.912.A.6.4: Examine efforts to expand or contract rights for various populations during World War II.
- SS.912.A.6.5: Explain the impact of World War II on domestic government policy.
- SS.912.A.6.6: Analyze the use of atomic weapons during World War II and the aftermath of the bombings.
- SS.912.A.6.7: Describe the attempts to promote international justice through the Nuremberg Trials.

- SS.912.A.6.8: Analyze the effects of the Red Scare on domestic United States policy.
- SS.912.A.6.9: Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
- SS.912.A.6.10: Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).
- SS.912.A.6.11: Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.
- SS.912.A.6.12: Examine causes, course, and consequences of the Korean War.
- SS.912.A.6.13: Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.
- SS.912.A.6.14: Analyze causes, course, and consequences of the Vietnam War.
- SS.912.A.6.15: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.7.1: Identify causes for Post-World War II prosperity and its effects on American society.
- SS.912.A.7.2: Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
- SS.912.A.7.3: Examine the changing status of women in the United States from post-World War II to present.
- SS.912.A.7.4: Evaluate the success of 1960s era presidents' foreign and domestic policies.
- SS.912.A.7.5: Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
- SS.912.A.7.6: Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
- SS.912.A.7.7: Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
- SS.912.A.7.8: Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
- SS.912.A.7.9: Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
- SS.912.A.7.10: Analyze the significance of Vietnam and Watergate on the government and people of the United States.
- SS.912.A.7.11: Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
- SS.912.A.7.12: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
- SS.912.A.7.13: Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.
- SS.912.A.7.14: Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
- SS.912.A.7.15: Analyze the effects of foreign and domestic terrorism on the American people.
- SS.912.A.7.16: Examine changes in immigration policy and attitudes toward immigration since 1950.
- SS.912.A.7.17: Examine key events and key people in Florida history as they relate to United States history.
- SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
- SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
- SS.912.G.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions.
- SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.

- SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
- SS.912.H.1.1: Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
- SS.912.H.1.3: Relate works in the arts to various cultures.
- SS.912.H.1.5: Examine artistic response to social issues and new ideas in various cultures.
- SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

## GENERAL INFORMATION

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<b>Course Number:</b>	2100315
<b>Course Title:</b>	United States History for Credit Recovery
<b>Course Abbreviated Title:</b>	US HIST CR
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> American and Western Hemispheric Histories »
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Varies
<b>Course Type:</b>	Core
<b>Course Level:</b>	2
<b>Status:</b>	Pending State Board Approval
<b>Graduation Requirements:</b>	American History (AH)
<b>General Notes:</b>	<b>United States History (U.S. History) 9-12 Course</b> – The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

### Special Notes:

Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Common Core State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery course are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

Additional content that may be contained in the NAEP Grade 12 United States History assessment includes material from all time periods on the following topics:

- Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies
- The Gathering and Interactions of Peoples, Cultures, and Ideas
- Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
- The Changing Role of America in the World

The NAEP frameworks for United States History may be accessed at [http://www.nagb.org/publications/frameworks/history\\_06.pdf](http://www.nagb.org/publications/frameworks/history_06.pdf)

## Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

### **RELATED BENCHMARKS:**

Scheme

#### **LACC.910.RH.1**

LACC.910.RH.1.1:

LACC.910.RH.1.2:

LACC.910.RH.1.3:

#### **LACC.910.RH.2**

LACC.910.RH.2.4:

LACC.910.RH.2.5:

LACC.910.RH.2.6:

#### **LACC.910.RH.3:**

LACC.910.RH.3.7:

LACC.910.RH.3.8:

LACC.910.RH.3.9:

#### **LACC.910.RH.4:**

LACC.910.RH.4.10:

#### **LACC.910.WHST.1**

LACC.910.WHST.1.1:

LACC.910.WHST.1.1a:

Descriptor

#### **Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

#### **Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

#### **Integration of Knowledge and Ideas**

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Assess the extent to which the reasoning and evidence in a text support the author's claims.

Compare and contrast treatments of the same topic in several primary and secondary sources.

#### **Range of Reading and Level of Text Complexity**

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

#### **Text Types and Purposes**

Write arguments focused on discipline-specific content.

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.



LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.

**LACC.910.WHST.4:**  
LACC.910.WHST.4.10:

**Range of Writing**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**MACC.K12.MP**  
MACC.K12.MP.1  
MACC.K12.MP.3  
MACC.K12.MP.5  
MACC.K12.MP.6

**Mathematical Practices**

Make sense of problems and persevere in solving them.

Construct viable arguments and critique the reasoning of others.

Use appropriate tools strategically.

Attend to precision.

SS.912.A.1.1:

Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

SS.912.A.1.2:

Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.3:

Utilize timelines to identify the time sequence of historical data.

SS.912.A.1.4:

Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

SS.912.A.1.5:

Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

SS.912.A.1.6:

Use case studies to explore social, political, legal, and economic relationships in history.

SS.912.A.1.7:

Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

SS.912.A.2.1:

Review causes and consequences of the Civil War.

SS.912.A.2.2:

Assess the influence of significant people or groups on Reconstruction.

SS.912.A.2.3:

Describe the issues that divided Republicans during the early Reconstruction era.

SS.912.A.2.4:

Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.

SS.912.A.2.5:

Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.

SS.912.A.2.6:

Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.

SS.912.A.2.7:

Review the Native American experience.

SS.912.A.3.1:

Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.

SS.912.A.3.2:

Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.

SS.912.A.3.3:

Compare the first and second Industrial Revolutions in the United States.

SS.912.A.3.4:

Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.

SS.912.A.3.5:

Identify significant inventors of the Industrial Revolution including African Americans and women.

SS.912.A.3.6:

Analyze changes that occurred as the United States shifted from agrarian to an industrial society.

SS.912.A.3.7:

Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).

SS.912.A.3.8:

Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).

SS.912.A.3.9:

Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.

SS.912.A.3.10:

Review different economic and philosophic ideologies.

- SS.912.A.3.11: Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.
- SS.912.A.3.12: Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
- SS.912.A.3.13: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.4.1: Analyze the major factors that drove United States imperialism.
- SS.912.A.4.2: Explain the motives of the United States acquisition of the territories.
- SS.912.A.4.3: Examine causes, course, and consequences of the Spanish American War.
- SS.912.A.4.4: Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.
- SS.912.A.4.5: Examine causes, course, and consequences of United States involvement in World War I.
- SS.912.A.4.6: Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).
- SS.912.A.4.7: Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).
- SS.912.A.4.8: Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
- SS.912.A.4.9: Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
- SS.912.A.4.10: Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.
- SS.912.A.4.11: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.5.1: Discuss the economic outcomes of demobilization.
- SS.912.A.5.2: Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.
- SS.912.A.5.3: Examine the impact of United States foreign economic policy during the 1920s.
- SS.912.A.5.4: Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.
- SS.912.A.5.5: Describe efforts by the United States and other world powers to avoid future wars.
- SS.912.A.5.6: Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
- SS.912.A.5.7: Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
- SS.912.A.5.8: Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
- SS.912.A.5.9: Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
- SS.912.A.5.10: Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
- SS.912.A.5.11: Examine causes, course, and consequences of the Great Depression and the New Deal.
- SS.912.A.5.12: Examine key events and people in Florida history as they relate to United States history.
- SS.912.A.6.1: Examine causes, course, and consequences of World War II on the United States and the world.

- SS.912.A.6.2: Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).
- SS.912.A.6.3: Analyze the impact of the Holocaust during World War II on Jews as well as other groups.
- SS.912.A.6.4: Examine efforts to expand or contract rights for various populations during World War II.
- SS.912.A.6.5: Explain the impact of World War II on domestic government policy.
- SS.912.A.6.6: Analyze the use of atomic weapons during World War II and the aftermath of the bombings.
- SS.912.A.6.7: Describe the attempts to promote international justice through the Nuremberg Trials.
- SS.912.A.6.8: Analyze the effects of the Red Scare on domestic United States policy.
- SS.912.A.6.9: Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
- SS.912.A.6.10: Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).
- SS.912.A.6.11: Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.
- SS.912.A.6.12: Examine causes, course, and consequences of the Korean War.
- SS.912.A.6.13: Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.
- SS.912.A.6.14: Analyze causes, course, and consequences of the Vietnam War.
- SS.912.A.6.15: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.7.1: Identify causes for Post-World War II prosperity and its effects on American society.
- SS.912.A.7.2: Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
- SS.912.A.7.3: Examine the changing status of women in the United States from post-World War II to present.
- SS.912.A.7.4: Evaluate the success of 1960s era presidents' foreign and domestic policies.
- SS.912.A.7.5: Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
- SS.912.A.7.6: Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
- SS.912.A.7.7: Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
- SS.912.A.7.8: Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
- SS.912.A.7.9: Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
- SS.912.A.7.10: Analyze the significance of Vietnam and Watergate on the government and people of the United States.
- SS.912.A.7.11: Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
- SS.912.A.7.12: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
- SS.912.A.7.13: Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.
- SS.912.A.7.14: Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).

- SS.912.A.7.15: Analyze the effects of foreign and domestic terrorism on the American people.
- SS.912.A.7.16: Examine changes in immigration policy and attitudes toward immigration since 1950.
- SS.912.A.7.17: Examine key events and key people in Florida history as they relate to United States history.
- SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
- SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
- SS.912.G.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions.
- SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
- SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
- SS.912.H.1.1: Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
- SS.912.H.1.3: Relate works in the arts to various cultures.
- SS.912.H.1.5: Examine artistic response to social issues and new ideas in various cultures.
- SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

## GENERAL INFORMATION

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<b>Course Number:</b>	2100310
<b>Course Title:</b>	United States History
<b>Course Abbreviated Title:</b>	US HIST
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> American and Western Hemispheric Histories »
<b>Number of Credits:</b>	One credit (1)
<b>Course Length:</b>	Year
<b>Course Type:</b>	Core
<b>Course Level:</b>	2
<b>Status:</b>	Pending State Board Approval
<b>Graduation Requirements:</b>	American History (AH)
<b>General Notes:</b>	<b>United States History (U.S. History) 9-12 Course</b> – The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.
<b>Special Notes:</b>	Additional content that may be contained in the NAEP Grade 12 United States History assessment includes material <u>from all time periods</u> on the following topics: <ul style="list-style-type: none"><li>• Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures, and Controversies</li><li>• The Gathering and Interactions of Peoples, Cultures, and Ideas</li><li>• Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment</li><li>• The Changing Role of America in the World</li></ul> The NAEP frameworks for United States History may be accessed at <a href="http://www.nagb.org/publications/frameworks/history_06.pdf">http://www.nagb.org/publications/frameworks/history_06.pdf</a>

### Instructional Practices

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.

5. Providing extensive text-based research and writing opportunities (claims and evidence).

**RELATED BENCHMARKS:**

Scheme

Descriptor

**LACC.910.RH.1**

**Key Ideas and Details**

LACC.910.RH.1.1:

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LACC.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**LACC.910.RH.2**

**Craft and Structure**

LACC.910.RH.2.4:

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LACC.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**LACC.910.RH.3:**

**Integration of Knowledge and Ideas**

LACC.910.RH.3.7:

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LACC.910.RH.3.8:

Assess the extent to which the reasoning and evidence in a text support the author's claims.

LACC.910.RH.3.9:

Compare and contrast treatments of the same topic in several primary and secondary sources.

**LACC.910.RH.4:**

**Range of Reading and Level of Text Complexity**

LACC.910.RH.4.10:

By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**LACC.910.WHST.1**

**Text Types and Purposes**

LACC.910.WHST.1.1:

Write arguments focused on discipline-specific content.

LACC.910.WHST.1.1a:

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LACC.910.WHST.1.1b:

Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

LACC.910.WHST.1.1c:

Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LACC.910.WHST.1.1d:

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

LACC.910.WHST.1.1e:

Provide a concluding statement or section that follows from or supports the argument presented.

LACC.910.WHST.1.2:

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LACC.910.WHST.1.2a:

Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

LACC.910.WHST.1.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>
LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.912.A.1.1:	Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.



- SS.912.A.1.6: Use case studies to explore social, political, legal, and economic relationships in history.
- SS.912.A.1.7: Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
- SS.912.A.2.1: Review causes and consequences of the Civil War.
- SS.912.A.2.2: Assess the influence of significant people or groups on Reconstruction.
- SS.912.A.2.3: Describe the issues that divided Republicans during the early Reconstruction era.
- SS.912.A.2.4: Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
- SS.912.A.2.5: Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
- SS.912.A.2.6: Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
- SS.912.A.2.7: Review the Native American experience.
- SS.912.A.3.1: Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.
- SS.912.A.3.2: Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
- SS.912.A.3.3: Compare the first and second Industrial Revolutions in the United States.
- SS.912.A.3.4: Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.
- SS.912.A.3.5: Identify significant inventors of the Industrial Revolution including African Americans and women.
- SS.912.A.3.6: Analyze changes that occurred as the United States shifted from agrarian to an industrial society.
- SS.912.A.3.7: Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen's Agreement with Japan).
- SS.912.A.3.8: Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
- SS.912.A.3.9: Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.
- SS.912.A.3.10: Review different economic and philosophic ideologies.
- SS.912.A.3.11: Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.
- SS.912.A.3.12: Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
- SS.912.A.3.13: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.4.1: Analyze the major factors that drove United States imperialism.
- SS.912.A.4.2: Explain the motives of the United States acquisition of the territories.
- SS.912.A.4.3: Examine causes, course, and consequences of the Spanish American War.
- SS.912.A.4.4: Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.
- SS.912.A.4.5: Examine causes, course, and consequences of United States involvement in World War I.
- SS.912.A.4.6: Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).

- SS.912.A.4.7: Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).
- SS.912.A.4.8: Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
- SS.912.A.4.9: Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
- SS.912.A.4.10: Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.
- SS.912.A.4.11: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.5.1: Discuss the economic outcomes of demobilization.
- SS.912.A.5.2: Explain the causes of the public reaction (Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.
- SS.912.A.5.3: Examine the impact of United States foreign economic policy during the 1920s.
- SS.912.A.5.4: Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.
- SS.912.A.5.5: Describe efforts by the United States and other world powers to avoid future wars.
- SS.912.A.5.6: Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
- SS.912.A.5.7: Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
- SS.912.A.5.8: Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
- SS.912.A.5.9: Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti-immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
- SS.912.A.5.10: Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
- SS.912.A.5.11: Examine causes, course, and consequences of the Great Depression and the New Deal.
- SS.912.A.5.12: Examine key events and people in Florida history as they relate to United States history.
- SS.912.A.6.1: Examine causes, course, and consequences of World War II on the United States and the world.
- SS.912.A.6.2: Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).
- SS.912.A.6.3: Analyze the impact of the Holocaust during World War II on Jews as well as other groups.
- SS.912.A.6.4: Examine efforts to expand or contract rights for various populations during World War II.
- SS.912.A.6.5: Explain the impact of World War II on domestic government policy.
- SS.912.A.6.6: Analyze the use of atomic weapons during World War II and the aftermath of the bombings.
- SS.912.A.6.7: Describe the attempts to promote international justice through the Nuremberg Trials.
- SS.912.A.6.8: Analyze the effects of the Red Scare on domestic United States policy.
- SS.912.A.6.9: Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
- SS.912.A.6.10: Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).

- SS.912.A.6.11: Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.
- SS.912.A.6.12: Examine causes, course, and consequences of the Korean War.
- SS.912.A.6.13: Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.
- SS.912.A.6.14: Analyze causes, course, and consequences of the Vietnam War.
- SS.912.A.6.15: Examine key events and peoples in Florida history as they relate to United States history.
- SS.912.A.7.1: Identify causes for Post-World War II prosperity and its effects on American society.
- SS.912.A.7.2: Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
- SS.912.A.7.3: Examine the changing status of women in the United States from post-World War II to present.
- SS.912.A.7.4: Evaluate the success of 1960s era presidents' foreign and domestic policies.
- SS.912.A.7.5: Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
- SS.912.A.7.6: Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
- SS.912.A.7.7: Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
- SS.912.A.7.8: Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
- SS.912.A.7.9: Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
- SS.912.A.7.10: Analyze the significance of Vietnam and Watergate on the government and people of the United States.
- SS.912.A.7.11: Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
- SS.912.A.7.12: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
- SS.912.A.7.13: Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.
- SS.912.A.7.14: Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
- SS.912.A.7.15: Analyze the effects of foreign and domestic terrorism on the American people.
- SS.912.A.7.16: Examine changes in immigration policy and attitudes toward immigration since 1950.
- SS.912.A.7.17: Examine key events and key people in Florida history as they relate to United States history.
- SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
- SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
- SS.912.G.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions.
- SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
- SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
- SS.912.H.1.1: Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.

SS.912.H.1.3:

Relate works in the arts to various cultures.

SS.912.H.1.5:

Examine artistic response to social issues and new ideas in various cultures.

SS.912.H.3.1:

Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

## GENERAL INFORMATION

<b>Course Number:</b>	2120910
<b>Course Title:</b>	Philosophy Honors
<b>Course Abbreviated Title:</b>	PHILOS HON
<b>Course Path:</b>	<b>Section:</b> Grades PreK to 12 Education Courses» <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses » <b>Subject:</b> Social Studies » <b>SubSubject:</b> Philosophy and Religion»
<b>Number of Credits:</b>	Half credit (.5)
<b>Course Length:</b>	Semester
<b>Course Level:</b>	3
<b>Status:</b>	SBE Approval Pending
<b>General Notes:</b>	<b>Philosophy Honors</b> – The grade 9-12 Philosophy Honors course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the definition and historical application of philosophy. Content should include, but is not limited to, the study of classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and major figures of social, political and religious philosophies.

**Honors/Advanced courses** offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

## RELATED BENCHMARKS:

### **LACC.910.RH.1**

LACC.910.RH.1.1:

#### **Key Ideas and Details**

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LACC.910.RH.1.2:

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

LACC.910.RH.1.3:

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### **LACC.910.RH.2**

LACC.910.RH.2.4:

#### **Craft and Structure**

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

LACC.910.RH.2.5:

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

LACC.910.RH.2.6:

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

### **LACC.910.RH.3:**

LACC.910.RH.3.7:

#### **Integration of Knowledge and Ideas**

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

LACC.910.RH.3.8:	Assess the extent to which the reasoning and evidence in a text support the author’s claims.
LACC.910.RH.3.9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
<b>LACC.910.RH.4:</b>	<b>Range of Reading and Level of Text Complexity</b>
LACC.910.RH.4.10:	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
<b>LACC.910.WHST.1</b>	<b>Text Types and Purposes</b>
LACC.910.WHST.1.1:	Write arguments focused on discipline-specific content.
LACC.910.WHST.1.1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LACC.910.WHST.1.1b:	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
LACC.910.WHST.1.1c:	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LACC.910.WHST.1.1d:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.1e:	Provide a concluding statement or section that follows from or supports the argument presented.
LACC.910.WHST.1.2:	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
LACC.910.WHST.1.2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LACC.910.WHST.1.2b:	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
LACC.910.WHST.1.2c:	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LACC.910.WHST.1.2d:	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LACC.910.WHST.1.2e:	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
LACC.910.WHST.1.2f:	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>LACC.910.WHST.2:</b>	<b>Production and Distribution of Writing</b>
LACC.910.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LACC.910.WHST.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LACC.910.WHST.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
<b>LACC.910.WHST.3:</b>	<b>Research to Build and Present Knowledge</b>

LACC.910.WHST.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LACC.910.WHST.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LACC.910.WHST.3.9:	Draw evidence from informational texts to support analysis, reflection, and research.
<b>LACC.910.WHST.4:</b>	<b>Range of Writing</b>
LACC.910.WHST.4.10:	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>MACC.K12.MP</b>	<b>Mathematical Practices</b>
MACC.K12.MP.1	Make sense of problems and persevere in solving them.
MACC.K12.MP.3	Construct viable arguments and critique the reasoning of others.
MACC.K12.MP.5	Use appropriate tools strategically.
MACC.K12.MP.6	Attend to precision.
SS.912.A.1.2:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
SS.912.A.1.3:	Utilize timelines to identify the time sequence of historical data.
SS.912.A.1.4:	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.5:	Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
SS.912.A.1.6:	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.1.7:	Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.
SS.912.A.3.10:	Review different economic and philosophic ideologies.
SS.912.H.1.4:	Explain philosophical beliefs as they relate to works in the arts.
SS.912.H.2.3:	Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.
SS.912.C.1.1:	Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
SS.912.C.1.2:	Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
SS.912.C.1.5:	Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.
SS.912.G.2.1:	Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2:	Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3:	Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.H.3.1:	Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
SS.912.H.3.2:	Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
SS.912.W.1.1:	Use timelines to establish cause and effect relationships of historical events.

SS.912.W.1.2:	Compare time measurement systems used by different cultures.
SS.912.W.1.3:	Interpret and evaluate primary and secondary sources.
SS.912.W.1.4:	Explain how historians use historical inquiry and other sciences to understand the past.
SS.912.W.1.5:	Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
SS.912.W.1.6:	Evaluate the role of history in shaping identity and character.
SS.912.W.2.12:	Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
SS.912.W.2.13:	Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
SS.912.W.2.20:	Summarize the major cultural, economic, political, and religious developments in medieval Japan.
SS.912.W.3.1:	Discuss significant people and beliefs associated with Islam.
SS.912.W.3.2:	Compare the major beliefs and principles of Judaism, Christianity, and Islam.
SS.912.W.2.22:	Describe Japan's cultural and economic relationship to China and Korea.
SS.912.W.3.4:	Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
SS.912.W.5.2:	Identify major causes of the Enlightenment.
SS.912.W.5.3:	Summarize the major ideas of Enlightenment philosophers.
SS.912.W.5.4:	Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
SS.912.W.5.5:	Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
SS.912.W.6.3:	Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.
SS.912.W.6.4:	Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.